



DEMOCRACY

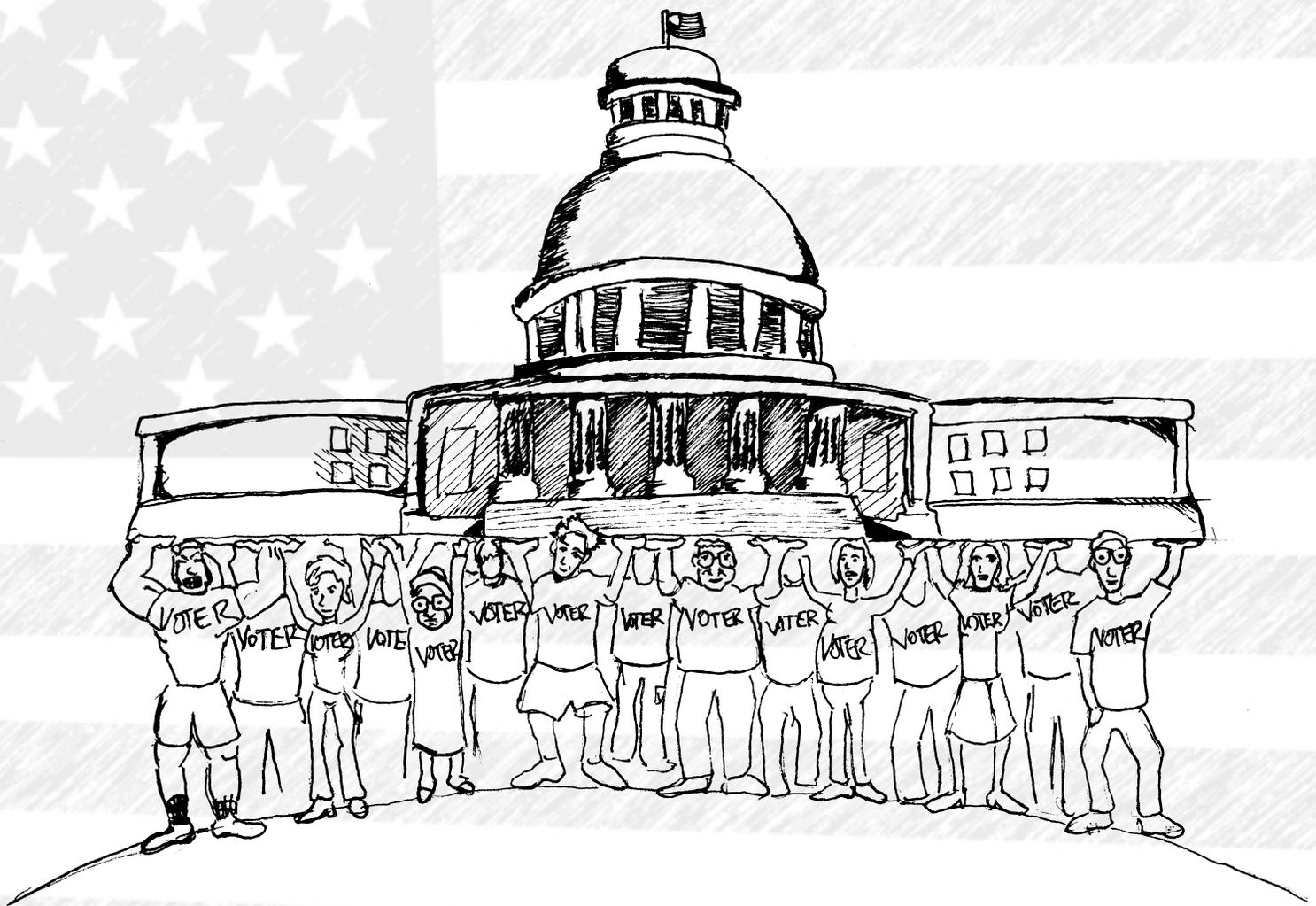
IN

ACTION

a
civic
education
curriculum

Democracy in Action

A Civic Education Curriculum



arsalyn

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Arsalyn Mission

The Arsalyn Program of Ludwick Family Foundation was created to encourage young Americans to become informed and active participants in the electoral process. The Arsalyn Program views the civic and political engagement of young people as beneficial to country, community and character. The Arsalyn Program is firmly committed to a non-partisan, non-issue-based and inclusive approach to ensure that voting becomes a lifetime commitment on the part of our nation's young adults.

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Introduction

Since the voting age was lowered to eighteen in 1972, an average of less than one-third of eligible young Americans has turned out to vote in federal elections.

The Arsalyn Program of Ludwick Family Foundation was created in response to this alarming trend. Arsalyn aims to promote youth civic and political engagement by educating, informing and inspiring a new generation of citizens. Since the most basic element of civic and political engagement is voting, Arsalyn places a heavy emphasis on voting and voter education. The *Democracy in Action* project is one of the ways Arsalyn aims to counter the trend of youth political disengagement and familiarize young people with the meaning of citizenship.

What We Know about Youth Citizenship

In a study on youth attitudes toward politics, citizenship, government and voting entitled *New Millenium Project Part I*, the National Association of Secretaries of State found that young people “are highly critical of how school government and civics classes are taught.” According to the Secretaries, “data from this survey and other statistics on youth knowledge about civics support this criticism” (p. 58). The study also identified lack of familiarity with voting machines and the voting process as an obstacle to youth political engagement (pp. 37, 45, 58). Said one respondent: “I didn’t want to go in there because I’ve never even seen one of those (voting) machines So I didn’t want to go in and look like a fool and be like how do you work this thing?” The study suggested that students should be taught more about politics at the elementary and middle school levels (p. 44).

In a more recent study compiled by the Neglection 2000 Project of Third Millenium entitled *They Pretend to Talk to Us, We Pretend to Vote*, authors Russ Freyman and Brent McGoldrick note that young people are far more critical than their elders of the civic education they received in school. More than half of respondents between the ages of eighteen and thirty-four rate their civic education as mediocre or poor, whereas most older respondents are more positive about their civic education. Interestingly, young survey respondents said they felt uncomfortable voting because they sensed they lack sufficient understanding of political issues to cast an **informed vote**. This speaks to the need for instruction not only about the mechanics of voting, but also to the need for an education that helps young people understand what is being decided by voting.

A panel of experts convened by Neglection 2000 suggested beginning civic education **in early elementary school grades** and maintaining a consistent emphasis on civics all the way through high school. Teaching students the **mechanics of voting** can help mitigate the kind of apprehension that one young non-voter described to researchers: “I know if I walked into an election [booth], I wouldn’t know what to do. If I had known what’s on the other side of the curtain in the booth, I’d have felt more comfortable.”

It was a desire to address problems such as those described above that led to the creation of Arsalyn’s *Democracy in Action* civic education curriculum.

What is Democracy in Action?

In a nutshell, the *Democracy in Action* curriculum entails:

- four 45-minute lessons about democracy and voting for elementary school students, taught (preferably) by pairs of high school or undergraduate college students trained, in turn, by their teachers or professors
- a fifth session consisting of a voting simulation (with real voting machines) timed to coincide with a real election

The decision to fit the curriculum into a relatively short five-week timeframe was a conscious one. In developing this curriculum, Arsalyn staff met many wonderful teachers doing their best to prepare their students for active citizenship. But most were working under tremendous time constraints due to various other programs offered in their schools. Many simply lacked time to implement a more extensive civic education lesson plan.

Yet, based on our research, upper elementary school grades seemed to be an appropriate time to begin instructing young citizens about the meaning of citizenship. As anyone who has worked with children of that age group knows, most still have the intensive curiosity and imagination of younger children, but are already capable of grasping the basics of larger and more abstract things like politics and civic engagement.

High School or Undergraduate Students as Instructors

We have found that *Democracy in Action* is best taught, where possible, by pairs of high school students or, if necessary, undergraduate college students.

High school students and elementary school students are sufficiently close in age so that establishing rapport is rarely a problem. The novelty of having older students presenting the lessons keeps younger students interested and serves as positive role-modeling of civic responsibility.

Student-instructors are prepared for each of the four sessions by teachers or other adults in charge of implementing *Democracy in Action*. Teaching in pairs allows for an interactive presentation, which keeps elementary students interested, and allows the instructors to feel more secure in presenting the material. In pairs, the instructors can supplement each other's presentations, where helpful.

That said, however, there is nothing in the *Democracy in Action* curriculum that would prevent regular classroom teachers or other adults from teaching it themselves (instead of high school or college undergraduate students).

How to Use this Curriculum

The pages that follow the introduction and information about organizing implementation of *Democracy in Action* contain four lesson plans and a description of how to organize and run the fifth session, which is an election simulation (more on this later).

Lesson plans one and two focus on concepts key to modern democratic government: majority rule, individual rights, representation and the law. Lesson plans three and four focus on elections, election campaigns and the voting process.

Each lesson plan begins with a list of **material required** for successful implementation of activities for that lesson. Each *Democracy in Action* lesson plan is presented in three formats described as follows:

- I. Background for Instructors
- II. Worksheet Guide for Instructors
- III. Worksheets for Students

Each lesson ends with a summary of key points that can be used for vocabulary quizzes or other learning activities beyond the *Democracy in Action* lessons themselves.

Format I: Background for Instructors consists of an extended discussion of questions and concepts to be presented to elementary school students in each lesson. This is provided for use in preparing student-instructors before they actually go into elementary classrooms. The idea is to ensure that student-instructors have a sufficiently in-depth understanding of the material should questions arise during the lessons. Student-instructors should be advised by experienced teachers as to how they might best answer questions from elementary students. Format I also serves as a learning experience for the student-instructors themselves.

Format II: Worksheet Guide for Instructors is a special copy of Format III: Worksheets for Students (see below) that instructors will be distributing to elementary school students with notes to help them present the material and a time code to help them make sure they leave sufficient time to present it. These can be photocopied and taken to class to serve as a basis for each presentation. Student-instructors should be coached before each lesson by experienced teachers as to how best to present the material contained in the worksheets within the time allotted for each lesson.

Format III: Worksheets for Students consists of worksheets to be photocopied and distributed to the entire participating elementary school class.

Content and Standards

Democracy in Action was developed in consultation with school administrators, curriculum specialists, political scientists, teachers of government and elementary school teachers. It is designed in conformity with California State Standards for Content (CSSC 1997) and includes elements corresponding to California Standards for the Teaching Profession (CSTP). Each lesson contains notes indicating the specific standards addressed by various components of this curriculum.

The goal of *Democracy in Action* is to familiarize elementary school students with:

- four concepts key to American democracy - majority rule, individual rights, the law and representation, and
- the voting process – from registration and election campaigns to operating a voting machine.

As indicated earlier, lessons one and two are devoted mostly to key concepts, while lessons three and four focus on election campaigns and voting.

Because no form of government is fool-proof, each lesson contains a component called “Danger to Democracy,” which highlights possible ways in which democracy can be corrupted. These include citizen non-participation, dishonest campaigning, unfair majorities (i.e., “mob rule”), violation of rights and unfit representatives. While these problems, in some ways, may reflect negatively on certain aspects of our government, we at Aarsalyn, like the famous student of democracy Alexis de Tocqueville, feel it is important for students to understand these “Dangers to Democracy” so that they might be prevented. A proper sense that the success of our government often depends on the wisdom and vigilant participation of citizens is also a lesson we hope will be learned while considering these “Dangers to Democracy.”

As mentioned above, each lesson ends with a summary of key points that can serve as the basis for further discussion, vocabulary exercises or quizzes.

The Election Simulation

The Democracy in Action election simulation requires setting up a simulated polling place at school to accommodate simulation participants. We call them “SIMvoters” and the process itself “SIMvoting” or “SIMelection.” If you prefer, “election simulation” is also appropriate. We recommend avoiding the term “mock election” due to the negative connotations of the word “mock.”

The simulation requires obtaining from your local county registrar or other election officials some voting machines and voting booths for student use, as well as printing SIMballots that will fit the machines. We recommend ordering and picking up the machines early to allow for testing of the ballots and machines. We also recommend having a few extra machines available in case some are not functioning properly (as sometimes may happen).

The election simulation is best timed to coincide with actual elections. SIMballots should be similar to those used by adults (to ensure realism), except for some distinguishing mark indicating that they are not real, but simulated ballots. Printing them on a different color of paper is probably the easiest way to distinguish them. Copies of real ballots are usually available from the county registrar or other election officials a few days before the election.

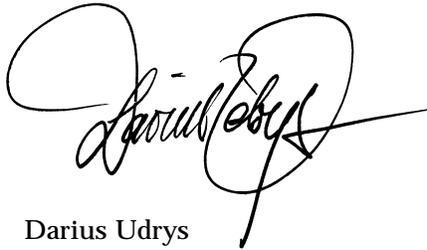
The SIMpolling place should approximate a real polling place as closely as possible. Students should form a line at a sign-in table where poll volunteers check for their names on registration sheets. Students should sign by their name on the registration sheet, be handed a ballot and proceed to an available voting booth. Voting booths should be set up away from the registration table. A supervisor should be in the vicinity of the booths to help students who have trouble using the machines. However, the supervisor must take care not to influence the voting of the students. Once a ballot has been completed, it should be deposited into a sealed box marked "ballots." Results are later tallied and announced to students.

Implementing Democracy in Action

What follows is a complete "how-to" manual for implementing *Democracy in Action*, beginning with administrative questions like "how do I get the support of school administrators?" and "how do I ensure parental support and involvement?" It also includes the curriculum itself, details on how to get the necessary equipment and how to conduct a follow-up survey.

It is our hope that *Democracy in Action* will be implemented nation-wide and help break the cycle of youth political disengagement. If you are a teacher or school administrator considering implementing *Democracy in Action*, or simply have questions about the curriculum, please do not hesitate to contact us at the address below for advice and support.

Cordially Yours,



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How to Implement Democracy in Action

How do we initiate implementation of *Democracy in Action* in our local schools?

1. Check with your school district to find out about the procedure for implementation of a new curriculum. Some questions to ask:
 - Does it need school board approval?
 - Who are key people whose support is crucial?
 - What logistical issues need to be addressed (e.g., regarding transportation of high school students to elementary schools)?

After identifying persons responsible for approving curricula, make appointments with them to discuss *Democracy in Action*. Bring a copy of this curriculum and remind them of the various obstacles to youth political engagement detailed in the introduction.

2. Determine whether local elementary school teachers and principals would be interested in a civic education project that would entail a 45-minute lesson on democracy and voting each week, preferably beginning four weeks before a local/state/federal election, and an election simulation for their students, preferably on election day. Explain the aim of the project, which is to promote youth civic and political engagement by beginning civic education at an earlier age, ensuring familiarity with concepts key to American democracy and with the mechanics of voting.
3. After securing permission from school principals/school board to implement *Democracy in Action*, we recommend promoting *Democracy in Action* with a presentation to teachers. This presentation should familiarize teachers with the aim, scope and content of the curriculum and, hopefully, generate some enthusiasm among teachers about the curriculum and its implementation in their classrooms. It is important that the presenter stress that the curriculum is complete and will be delivered by trained instructors who have spent hours preparing for each lesson.
4. Designate one or two persons (preferably government or social studies teachers/professors) as project coordinators. They will be in charge of implementing *Democracy in Action*, including selecting and training student-instructors, arranging for their transportation to and from elementary schools, obtaining voting equipment for the election simulation, finding volunteers to staff the SIMpolling places and conducting an evaluation of the project following implementation. If possible, coordinators should be compensated for their time and effort.
5. Contact school district personnel well in advance to secure transportation to the elementary schools for the high school students chosen as instructors. Because insurance requirements must be met and transportation may be limited, it is advisable to book all trips early in the school year.
6. Contact your city or county registrar's office to find out:
 - what ballots for the upcoming election will look like so that SIMballots could be prepared in advance of the voting simulation for elementary school students, and
 - whether voting equipment (machines and booths) can be obtained in sufficient numbers on the date of the planned voting simulation for elementary school students.

7. Recruit high school students and/or college undergraduates to serve as student-instructors through an application process (see the sample application form on p. 12). We recommend giving special consideration to students expressing an interest in teaching and/or politics. We also suggest providing a small stipend as compensation for student instructors.
8. Plan a welcome orientation for the student-instructors and any school district/school personnel who wish to attend.
 - Provide refreshments and a “get-to-know-each-other” activity for the first session, dividing student instructors into groups of two or three.
 - Provide an overview of the aim, scope and content of *Democracy in Action*, including a general emphasis on the need for more and better civic education to mitigate youth political apathy and ensure the vitality of American democracy.
 - Distribute copies of the curriculum and discuss expectations.
 - Advise student instructors to read the curriculum before the first training session.
 - Distribute a timeline of all training sessions and elementary classroom sessions to participating student-instructors.
9. Project coordinators should begin training sessions for student-instructors one month prior to implementation. The following are suggestions for the training sessions:
 - Student-instructors should be familiar with the content of each lesson before each training session.
 - Coordinators should model/act out each lesson (at least for the first few lessons) and go over any possible problems.
 - Student-instructors can then divide each lesson into parts and practice presenting a part or two to each other in small groups.
 - Each lesson should be delivered by each pair of instructors in front of the rest of the group.
 - Coordinators should be mindful of the fact that the student-instructors will probably not have much training in pedagogy and should be prepared to assist with teaching techniques.
10. Send out a letter to parents of elementary students participating in *Democracy in Action* explaining the aim, scope and content of *Democracy in Action* several weeks in advance (for a sample letter, see p. 14).
11. Distribute a list of *Democracy in Action* project coordinators and their contact information to principals and classroom teachers. Any parental inquiries about *Democracy in Action* can be directed to these project coordinators. Project coordinators should be prepared to answer the questions of any parents in a cordial and professional way. As primary educators of and role models for their children, parents should be encouraged to take an interest in what their children are being taught, especially with regard to civic education. Positive parental reinforcement of the knowledge and habits civic education projects like *Democracy in Action* aim to instill is crucial to ensuring the civic and political engagement of our nation’s young people. For additional information on civic education, including studies supporting the aim, content and approach of *Democracy in Action*, see the introduction or contact Aarsalyn.

12. Following implementation of *Democracy in Action*, inform elementary school teachers of SIMvoting results and provide evaluation sheets for all participants (for sample evaluation sheets, see pp. 100-105). We recommend tabulating results of evaluations and compiling a report on the results. Arsalyn is particularly interested in hearing feedback about the curriculum. Please contact us for more information about compiling evaluation reports and to let us know the results of your evaluations!
13. A reception marking the end of implementation is a nice way to recognize individuals who helped implement *Democracy in Action* and lay the groundwork for future implementation. Invitees should include participating classroom teachers, student-instructors, principals, school district personnel, local politicians, school board members, volunteers. Where feasible, financial awards for student-instructors and compensation for coordinators can be presented at this reception.

How much money or other resources do we need to implement *Democracy in Action*?

Democracy in Action is quite inexpensive to implement. Funds are needed primarily for copying curriculum work sheets, mailing letters to parents, arranging for transportation of student-instructors to and from elementary schools, possible financial awards for student-instructors and compensation intended for project coordinators.

Resources needed include means of transportation, voting equipment (can be borrowed from county registrar), a classroom for training student-instructors, experienced teachers or other adults to serve as project coordinators and coaches, student-instructors to teach the lessons and volunteers to staff SIMpolling places on election day.

**Sample Application to Become a
DEMOCRACY IN ACTION Student-Instructor**

Name _____

School _____

Grade _____

Government/Political Science Teacher _____

Cumulative Grade Point Average _____

Major entering in Fall 2001 _____

In short paragraphs, please answer the following questions.

1. Why are you applying to be part of *Democracy in Action*?

2. What qualities, talents and experience do you have that would make you a good candidate for *Democracy in Action* student-instructor?

Please attach a letter of recommendation from a teacher, counselor or organizational leader who knows you well.

Submit your application by the following date to:

Sample Memo
Student-Instructor Applications

To: Government Instructors
From: _____
Democracy in Action Project Coordinator
RE: *Democracy in Action* civic education project

We are looking for high school seniors to teach a curriculum called *Democracy in Action* to fifth-graders at _____ School. We are looking for seniors who are outgoing, would enjoy working with elementary school students and have a good understanding of American government. The students selected would spend approximately 20 hours planning and instructing, and will be financially compensated.

Would you please announce this opportunity to your government students this semester and make the enclosed application available to them? Applications are due on _____ and should be submitted to me in Room _____.

Sample Letter to Parents of Participating Elementary Students

Dear Parents:

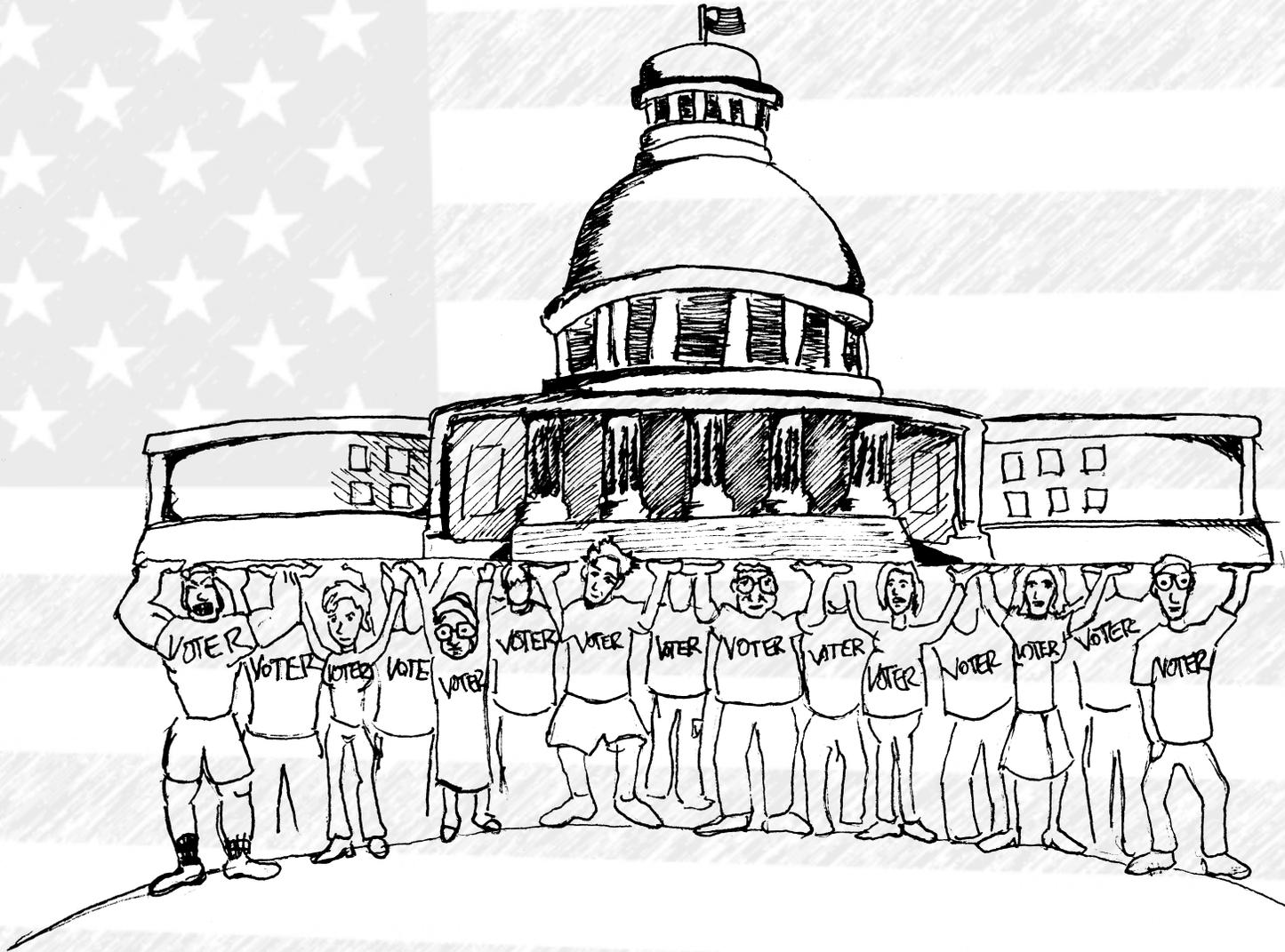
Students at _____ elementary schools have been selected to participate in a new project called *Democracy in Action*. *Democracy in Action* is a civic education curriculum designed to help young people learn about and participate in the democratic process. It conforms to California State social studies educational standards. The lessons focus on four concepts key to American democracy: majority rule, individual rights, representation and the rule of law. Students are also taught about elections, the voting process and the mechanics of voting.

During the next few weeks your child will have the opportunity to participate in four *Democracy in Action* lessons about democracy and voting taught by a select group of (school name) High School 12th grade students. These student-instructors, in turn, will be trained by their government teachers before each lesson. Your child's regular classroom teachers will remain present while the lessons are taking place. While some might think it a bit early to begin teaching students about the voting process in the fifth grade, studies show that the earlier young people are familiarized with the political process and encouraged to think about issues related to the good of their community and country, the greater the likelihood they will be active participants in the civic process as adults.

Democracy in Action will culminate March 6th - the day of _____ elections - with an election simulation for grades five, six and seven. Following lessons on the mechanics of voter registration and voting, students will be given simulated ballots like real ballots being used by registered voters. They will be allowed to cast a simulated vote. The exercise is designed to ensure that once students have reached voting age, voter registration and voting will be seen not as an intimidating and incomprehensible process, but as a familiar and important part of their lives as citizens of our republic.

Lesson One

Democracy, Citizenship and Majority Rule



Background for Instructors

Lesson One: Democracy, Citizenship and Majority Rule

Required Material:

- Copies of the Worksheets for Students for distribution
- 5-10 large candy bars
- A bag of a number of individually-wrapped pieces of candy exceeding the number of participating elementary students
- Copies for each elementary school student of a list of candidates or ballot initiatives on the ballot in the upcoming election
- Chalkboard or markerboard with writing instrument or an overhead projector

CSSC elements addressed in Lesson One:

5.7 element 3

5.4 elements 5 and 7

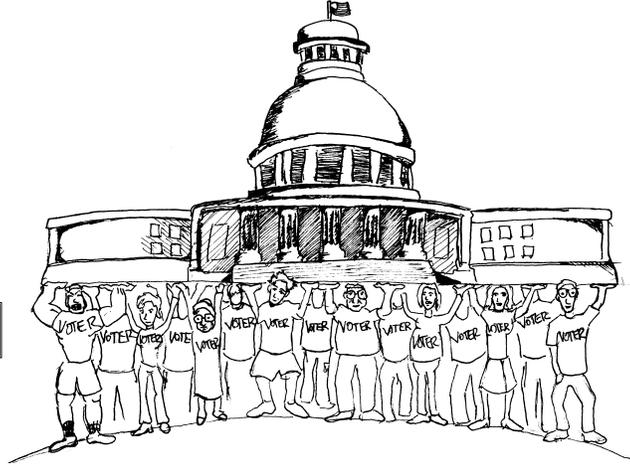
5.5 element 1

Background for Instructors

Lesson One: Democracy, Citizenship and Majority Rule

DEMOCRACY AND CITIZENSHIP

CSSC 5.7 element 3



What is democracy?

In our country, we believe that all citizens should participate in their government. This idea is called democracy. Our country is a democracy (from the Greek words demos, which means “the people,” and cratos, which means “power” or “rule”; demos + cratos = power or rule of the people).

Sometimes a democratic country is also called a “republic.” Republic is a word that comes from the words res and publica. In the Latin language, res means “thing” and publica means “public.” The word republic means a country that belongs to and is run by the public, that is, the people.

Government means the power to tell people what to do and make them do it. We believe that the government only has its power because we, the people, give it that power. So, for example, every four years we, the people, can make someone else our president. Whoever was president before (for example, Bill Clinton) is no longer president when a new one is chosen (for example, George Bush).

In a democracy, all citizens have some government power. All participate in government. So we say that citizens of a democracy govern each other. That is why democracy is sometimes called “self-government.”

What is a citizen?

In the past, to be a citizen meant to belong to a city (the words citizen and city are related). Today, a citizen is a person who has a right to live in his or her country. That means a citizen generally cannot be kicked out of his or her country (except for treason).

Citizens are people who are expected to serve their country and can expect their country’s government to protect them. In a democracy, citizens have the right to participate in government. In our country, a citizen at least 18 years old who has not been declared mentally incompetent by a court has a right to participate in government. Some states take away this right from citizens who has been convicted of a felony, i.e., a serious crime like grand theft, murder, rape or arson.

Not all people living in a country are its citizens. Some may be just visiting. Others may have permission to live there. Still others come in without permission.

Are all countries democracies?

Not all countries in the world are democracies. In some, citizens are not allowed to participate in government. In the past, few countries were democracies. As time went by, though, more and more people throughout the world demanded and won the right to participate in their government. Today, about half of the countries in the world are what we would call democracies.

Kinds of governments

- An **empire** is a large country with many different people (nations) ruled by one person called an **emperor**.
- A **monarchy** or **kingdom** is a country ruled by a one person called a **monarch** or **king**.
- A **dictatorship** is a country ruled by one person who alone has full government power. That person is called a **dictator**.
- A **democracy** (or a **republic**) is a country ruled by its citizens.

	<u>PAST</u>	<u>TODAY</u>
Chile	Democracy/Republic, Dictatorship	Democracy/Republic
France	Monarchy, Democracy/Republic, Dictatorship	Democracy/Republic
Germany	Empire, Democracy/Republic, Dictatorship	Democracy/Republic
India	Democracy/Republic	Democracy/Republic
Italy	Monarchy, Democracy/Republic, Dictatorship	Democracy/Republic
Portugal	Monarchy, Democracy/Republic, Dictatorship	Democracy/Republic
Russia	Empire, Democracy/Republic, (Communist) Dictatorship	Democracy/Republic

Note to instructors regarding exercise above

Classifying governments is tricky. Some, like the governments of Great Britain, Japan or Spain, are formally monarchies or empires, but highly democratic. Others, for example, communist countries, while claiming to be democracies, were actually what we would call oligarchies or dictatorships.

In the sample above, we have tried to steer clear of governments that are difficult to classify. If questions arise as to the proper classification of governments not listed, instructors might note that not all are clearly one or the other. Great Britain could be cited as an example of a monarchy with many democratic elements. Instructors should note that the worldwide trend lately is toward more democracy – i.e., more citizen participation - even in states that retain kings or other traditional non-democratic elements.

CSSC 5.4 elements 5 and 7

CSSC 5.5 element 1

Was the United States of America always a democracy (a republic)?

The people who founded the United States of America considered our country a republic. But at the time of the founding, mostly only white men who owned property were allowed to vote. That left out women, Blacks and Native Americans. Looking back, the United States of America of the past appears quite undemocratic. But at the time it was founded about two hundred years ago, the United States of America was one of the most democratic countries in the world. Back then, most countries did not allow average people to participate in government at all.

One reason why the United States was created was that many American colonists were unhappy living under Britain's King George III. They felt that they had too little say in the government of the colonies by Britain. The new government created for the United States of America gave them a greater say.

Over time, the right to vote in the United States was expanded to include Blacks, women and others. Today any citizen at least 18 years old who has not been convicted of a serious crime (a felony) or has not been declared by a court to be mentally incompetent can vote in the United States. We would say our country is more democratic today than in the past. Today, only children, the mentally incompetent and (in some states) convicted felons are not allowed to vote. What do you think are the reasons criminals are not allowed to vote? [It could be seen as part of their punishment.] What do you think are the reasons children are not allowed to vote? [The chief consideration is probably related to the possible undue influence of parents over their children, undermining the principle of one person = one vote; a certain level of education or degree of reasoning ability are no longer considered requirements for voting in the USA.]

	<u>PAST</u>	<u>TODAY</u>
Who can vote in the US?	mostly white adult men with property	All citizens at least 18 years old who have not been convicted of a serious crime (felony) and are not declared by a court to be mentally incompetent
Who cannot vote in the US?	Blacks, women, Native Americans, children, criminals, mentally incompetent people	children, mentally incompetent people, felons (in many states)

OFFICIAL BALLOT
 CITY OF GLENDORA
 GENERAL MUNICIPAL ELECTION
 TUESDAY, MARCH 6, 2001

GLENDORA UNIFIED SCHOOL DISTRICT

DEMONSTRATION

BALLOT

No. 1234

I HAVE VOTED - HAVE YOU?

CITY OF GLENDORA	
For MEMBER of the CITY COUNCIL Vote for no more than TWO	
GENE URCAN Businessman	+
PAUL "SONNY" MARSHALL Businessman, President/CEO	+
LARRY R. GLENN Councilman/Businessman	+
JEFF CHIEVES Businessman	+
MIKE CONWAY Retired, Peace Officer	+
LOIS M. SHADE Assistant Editor	+
AL FISHMAN Councilman/Businessman	+
BRAD KOVAR Businessman	+
BILL RAYMOND Business Executive	+
	+
	-

END OF BALLOT

TURN CARD OVER
AND BE SURE ALL
"HANGING CHADS"
ARE COMPLETELY REMOVED
FROM ALL VOTED HOLES

Glendora :101

3/06/2001

Participation in Government

There are several ways citizens of a democracy can participate in government, for example, voting, running for office, helping another candidate campaign for office, calling or writing representatives.

Most citizens participate in our democratic government by voting. Voting is one way of making a decision. Voting means telling others what you think and how you would decide a question.

Questions:

Can you name other ways of making decisions?

How are decisions made in your classroom?

How are they made at home?

Can you imagine why voting is connected to democracy?

Voting can be done in many ways. It can be done by a show of hands, by voice or by ballot. A ballot is a piece of paper on which a voter writes down his or her wish. Usually ballots contain a list of possible decisions and voters check off which one or ones they prefer.

To find out the results of a vote, ballots are counted. Whichever possible decision is approved by the greatest number of voters wins. This is called MAJORITY RULE.

MAJORITY RULE

Majority rule is the idea that whatever most voters favor should be done. In short, the majority, or “greatest number,” should have its way, or “rule.” Majority rule means doing what most of the voters want. The “lesser number” is called the minority.



Majority rule is important to democracy because it means all citizens have an equal say in making a decision.

ALERT! Danger to Democracy: Unfair Majorities

Sometimes a majority may decide to harm a minority (the lesser number). Let's say a majority of your classmates got together and decided to take away your candy. If you complained, they might say "it's a democracy – majority rule!" Does that mean it's fair? What do you think?

Later we'll learn that our democracy is more than just majority rule and how each of us is protected from unfair or unjust majorities.

For next time, think about this: would it be fair if a majority votes to take away the minority's candy?

LESSON ONE: KEY POINTS

- A **democracy/republic** is a country ruled by its own citizens.
- A **citizen** is a person who lives in, serves and is protected by his or her country.
- **Government** is the power and the right to tell people what to do and make them do it.
- In the past, most countries were not democracies; today, about half are.
- In the past, not everyone could vote in the USA – women and Blacks, for example, could not.
- Today, everyone who is 18 and is not insane or a criminal can vote in the USA.
- A **majority** is the greater part of a group of persons.
- A **minority** is the lesser part of a group of persons.
- **Majority rule** is the idea that the greater part of a group should decide what the group will do.

Worksheet Guide for Instructors

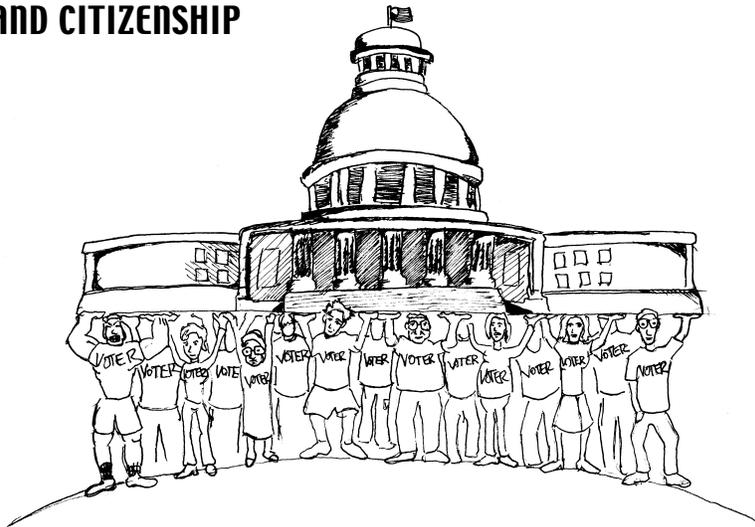
Lesson One: Democracy, Citizenship and Majority Rule

TIMECODE: 00:00:00

Instructors should feel free to add to their presentation information gleaned from the Background for Instructors based on student interests and needs.

Before beginning, instructors take five minutes to introduce themselves and the Democracy in Action project. Students should be told that for the next four weeks, once a week, they'll get a chance to learn about democracy and voting. During the fifth week, they'll get a chance to vote in an election simulation designed to teach them about the voting process.

DEMOCRACY AND CITIZENSHIP



TIMECODE: 00:05:00

What is a democracy (or a republic)?

A democracy (or a republic) is a country ruled by its own citizens.

In a democracy, citizens participate in government.

In a democracy, the government has its power because the citizens give it that power.

What is government?

Government is the power and the right to tell people what to do and make them do it.

What is a citizen?

A citizen is a person who lives in, serves and is protected by his or her country.

In a democracy, a citizen has the right to participate in government.

Not all people living in a country are its citizens. Some are just guests. Others may have permission to live there. Still others come in without permission.

Are all countries democracies?

Not all countries in the world are democracies.

In the past, most were not. Today, about half are what we would call democracies.

Today, the countries below are democracies. Do you know what they were in the past? Were they democracies, or monarchies, or dictatorships, or empires (some were more than one)?

The chart depicted below can be drawn on the board and students encouraged to guess what sort of governments the following countries had in the past. Answers are provided in the section “Background for Instructors.” Instructors should note for themselves the correct answers before class. Remember that some countries had more than one form of government in the past.

	<u>PAST</u>	<u>TODAY</u>
Chile	_____	Democracy/Republic
France	_____	Democracy/Republic
Germany	_____	Democracy/Republic
India	_____	Democracy/Republic
Italy	_____	Democracy/Republic
Portugal	_____	Democracy/Republic
Russia	_____	Democracy/Republic

Choose from the following:

- **Empire** – a large country with many different people (nations) ruled by one person called an emperor
- **Monarchy** or **Kingdom** – a country ruled by a one person called a monarch or king
- **Dictatorship** – a country ruled by one person who alone has full government power; that person is called a dictator
- A **Democracy** or a **Republic** – a country ruled by its citizens

Was the United States of America always a democracy (a republic)?

The people who founded the USA considered it a republic.

But two hundred years ago, mostly only white men with property were allowed to vote.

Back then, in most other countries, average people could not participate in government at all, so the USA seemed pretty democratic.

Over time, the right to vote in the USA was expanded to include Blacks, women and others.

Today only children, the insane and (in some states) criminals are not allowed to vote.

Today, we would say the USA is more democratic than in the past.

	<u>PAST</u>	<u>TODAY</u>
Who can vote in the US?	mostly white adult men with property	All citizens at least 18 years old who have not been convicted of a serious crime (felony) and are not declared by a court to be mentally incompetent
Who cannot vote in the US?	Blacks, women, Native Americans, children, criminals, mentally incompetent people	children, mentally incompetent people, felons (in many states)

TIMECODE: 00:25:00

ACTIVITY: Candy Game I (limited right to vote)

1. *Instructors tell students that they'll be playing a game that shows what can happen if only certain people are allowed to vote. Instructors show students five large candy bars (they must be big enough to be divided among all the students, but of a type that would require some work to divide) that are available from the government. The candy bars are symbols of everything the government of a country is charged with providing, including justice itself.*
2. *Instructors then declare an arbitrary basis for being allowed to vote, for example, only students wearing red, or only students with blue eyes, or only students with brown hair – whatever characteristic leaves the majority of the class without a vote. Instructors remind students that, in the past, Blacks, women, Native Americans did not have the right to vote.*
3. *The selected students with the right to vote are then asked to decide who should get the candy bars. Chances are, the students will choose to keep the candy bars for themselves, depriving those who don't have the right to vote even of pieces of the candy bars, thus illustrating the problem. If those few who have the right to vote decide to divide the candy among all class members, they should not be discouraged, but commended for thinking about everyone, not just themselves. However, the instructors should then mention that many people are not as generous or just, and would choose to keep the candy for themselves if they could.*
4. *Whoever holds the candy bars at the end of phase one of this game gets to keep them. This will, hopefully, stimulate after-class discussion.*

TIMECODE: 00:30:00

ACTIVITY: Candy Game II (extended right to vote)

1. *This time, instructors representing the government, present to students a bag of candy with sufficient pieces to allow an even distribution among the students. Instructors tell students that this time, like today in the USA, everyone will be allowed to vote.*
2. *The instructors ask the class how the candy should be divided and, after a few students voice their opinion, the instructors ask them to vote for distributing it evenly versus giving it all to the first group that had the right to vote in Candy Game I. The majority of the class will probably vote to divide the candy evenly. This illustrates that when everyone votes, things the government is supposed to provide (including justice) tend to be distributed more evenly.*
3. *Instructors distribute the candy, but have students hold onto the candy and not eat the candy.*

OFFICIAL BALLOT
CITY OF GLENDORA
GENERAL MUNICIPAL ELECTION
TUESDAY, MARCH 6, 2001

GLENDORA UNIFIED SCHOOL DISTRICT

D E M O N S T R A T I O N

B A L L O T

No. 1234

I HAVE VOTED - HAVE YOU?

CITY OF GLENDORA	
For MEMBER of the CITY COUNCIL Vote for no more than TWO	
GENE URCAN Businessman	+
PAUL "SONNY" MARSHALL Businessman, President/CEO	+
LARRY R. GLENN Councilman/Businessman	+
JEFF CHIEVES Businessman	+
MIKE CONWAY Retired, Peace Officer	+
LOIS M. SHADE Assistant Editor	+
AL FISHMAN Councilman/Businessman	+
BRAD KOVAR Businessman	+
BILL RAYMOND Business Executive	+
	+
	+

END OF BALLOT

TURN CARD OVER
AND BE SURE ALL
"HANGING CHADS"
ARE COMPLETELY REMOVED
FROM ALL VOTED HOLES

Glendora 101

3/06/2001

How do citizens of a democracy participate in government?

Most citizens of a democracy participate in government by voting (just like we did when deciding who gets the candy).

Voting means telling others what you think or how you would decide a question.

In our country, voting is done by ballot. A voter writes his or her vote down on a piece of paper, like the one pictured here.

MAJORITY RULE

TIMECODE: 00:35:00

How are decisions made in a democracy?

In a democracy, decisions are usually made by majority rule (just like when we decided who gets the candy).

A majority is the greater part of a group of persons. A minority is the lesser part of the group.

Majority rule is the idea that whatever most voters want should be done.

Majority rule is important because it means all citizens have an equal say in making decisions.

Have students identify the majority and minority in this illustration:



ALERT! Danger to Democracy: Unfair Majorities

What if a majority decides to harm a minority?

Let's say a majority of your classmates votes to take away your candy.

If you complain, they answer: "it's a democracy - majority rule!"

Does that make it fair? What do you think?

TIMECODE: 00:40:00

ACTIVITY: Candy Game III (unfair majority)

Instructors suggest that some majority of students could get together and vote to take away the candy of a minority of students. For example, in a class of 30, say, 20 could vote to take the candy of the remaining 10 and divide it among themselves. Then, instructors ask for a vote on whether this should be done. If the class decides to do it, ask whether that is fair. If the class votes not to do it, instructors point out that under majority rule it could have done it and ask whether this would be fair.

Next week we'll learn that our democracy is more than just majority rule.

We'll learn how each of us is protected from unfair majorities.

UPCOMING ELECTIONS

On this day, students should be told about the upcoming election simulation in which they will get a chance to vote. A list of candidates or initiatives to be decided in the election should be distributed to students. They should be encouraged to find out what they can about these things by discussing them with their parents and friends.

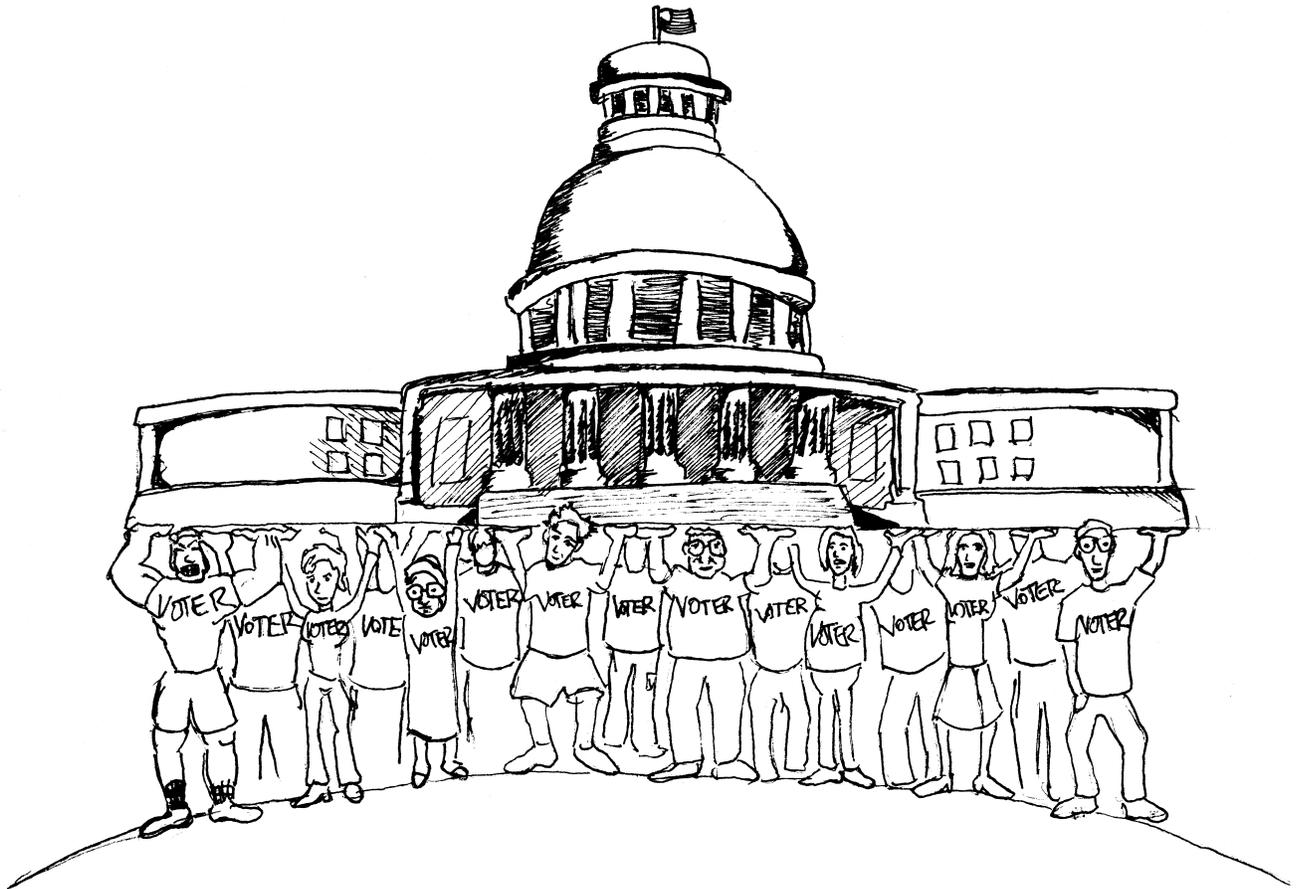
LESSON ONE: KEY POINTS

A copy of these key points can be left with regular teachers as the basis for vocabulary exercises or quizzes in the days that follow this lesson. They do not need to be reviewed by instructors.

- A **democracy/republic** is a country ruled by its own citizens.
- A **citizen** is a person who lives in, serves and is protected by his or her country.
- **Government** is the power and the right to tell people what to do and make them do it.
- In the past, most countries were not democracies; today, about half are.
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Worksheets for Students
Lesson One: Democracy, Citizenship and Majority Rule

DEMOCRACY AND CITIZENSHIP



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	+
	-

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Glendora :101

3/06/2001

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In our country, voting is done by ballot. A voter writes his or her vote down on a piece of paper, like the one pictured here.

MAJORITY RULE

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In a democracy, decisions are usually made by majority rule.

A majority is the greater part of a group of persons. A minority is the lesser part of the group.

Majority rule is the idea that whatever most voters want should be done.

Majority rule is important because it means all citizens have an equal say in making decisions.

What is the MAJORITY saying in the picture below—“yes” or “no”? What is the MINORITY saying?



ALERT! Danger to Democracy: Unfair Majorities

What if a majority decides to harm a minority?

Let's say a majority of your classmates votes to take away your candy.

If you complain, they answer: "it's a democracy - majority rule!"

Does that make it fair? What do you think?

Next week we'll learn that our democracy is more than just majority rule.

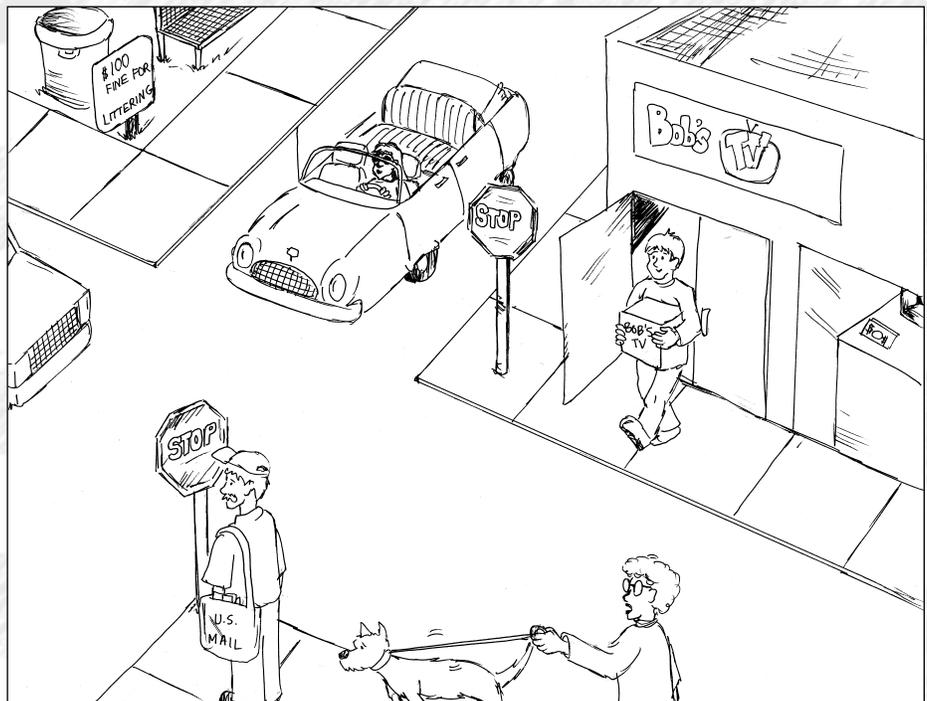
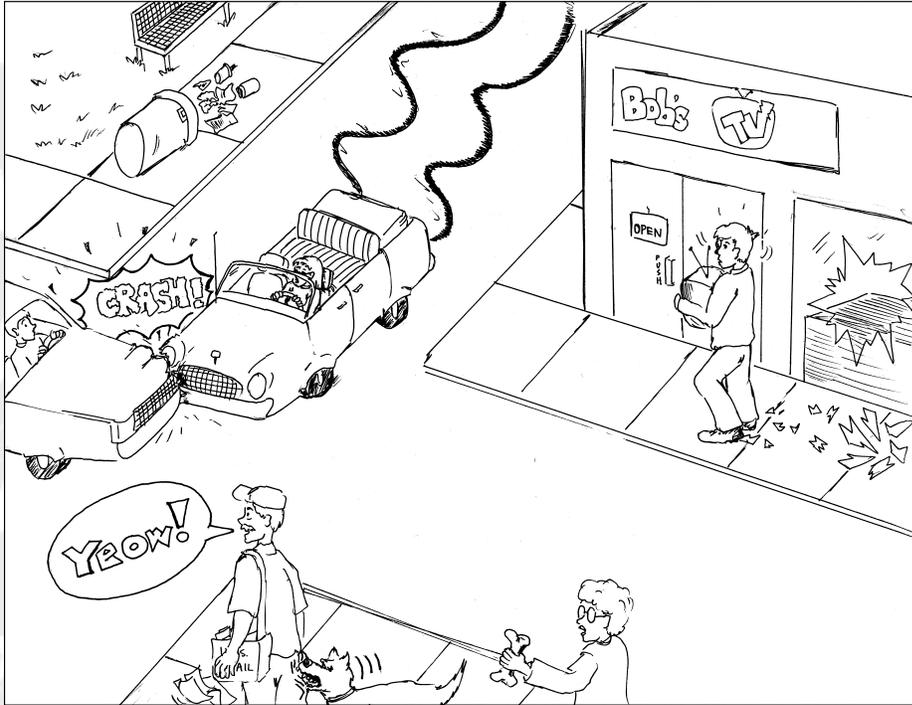
We'll learn how each of us is protected from unfair majorities.

LESSON ONE: KEY POINTS

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- **Majority rule** is the idea that the greater part of a group should decide what the group will do.

Lesson Two

Rights and Law



Background for Instructors

Lesson Two: Rights and Law

Required Material:

- Copies of the Worksheets for Students for distribution
- A list of public offices for your area [Senator, US Representative, Governor, State Senator, State Assembly Representative, Mayor, City Council Member(s), School Board Member(s)] with space for students to find out and write in the names of the people serving in these offices as homework.

CSSC elements addressed in Lesson Two:

5.4 element 4

5.7 element 5

Background for Instructors

Lesson Two: Rights and Law

ALERT! Danger to Democracy: Unfair Majorities

Last time we learned that in a democracy, the majority rules. But sometimes a majority (the greater part of a group) may decide to harm a minority (the smaller part of the group). Let's say a majority of your classmates got together and decided to take away your candy. If you complained, they might say "we decided democratically – majority rule!" Does that mean it's fair? What do you think?

In our democracy, though we believe in majority rule, we also protect people from unfair or "unjust" majorities. Individuals are protected from unfair majorities by two things: **RIGHTS** and **LAW**.

RIGHTS

A right is something that no one may justly take away. In our country, we believe all humans have the right to life, liberty (freedom) and the pursuit of happiness. That means we would say it is wrong to take away another person's life, except as punishment by the government for doing something against the law, or in self-defense. Same goes for liberty. In our country, no one is allowed to take away your rights – not even a majority. The only way you may lose your rights is if a court convicts you of a serious crime.

Here are some of the rights we believe should not be taken away, except as punishment:

- The Right to Life (to freedom from unjust execution)
- The Right to Liberty (to freedom)
- The Right to Property (to own things)
- The Right to Free Speech (to say or write what you believe)
- The Right to Choose Your Religion
- The Right to Bear Arms (to own and use a gun to protect yourself)
- The Right of Assembly (to gather with others)
- The Right to Vote (to participate in government)
- The Right to Equal Treatment under the Law
- The Right Not to be Searched by the Police without Good Reason

ALERT! Danger to Democracy: Rights Can Be Violated

Just because we say people have rights doesn't mean a person or the government won't violate (ignore) your rights. It is possible for a person or a government to violate (ignore) your rights. In fact, in some countries, the government violates the rights of individuals quite often. But we consider that wrong and would say it is unfair or unjust.

Going back to the earlier example, we would say it is wrong for a majority of the class to take your candy. We would try to punish the people who did this (even though they are a majority!). We would not agree that what they did is right.

If we want our rights to be protected, our government and each of us must guard them. If we do not, one day, someone might come and violate (ignore) them.

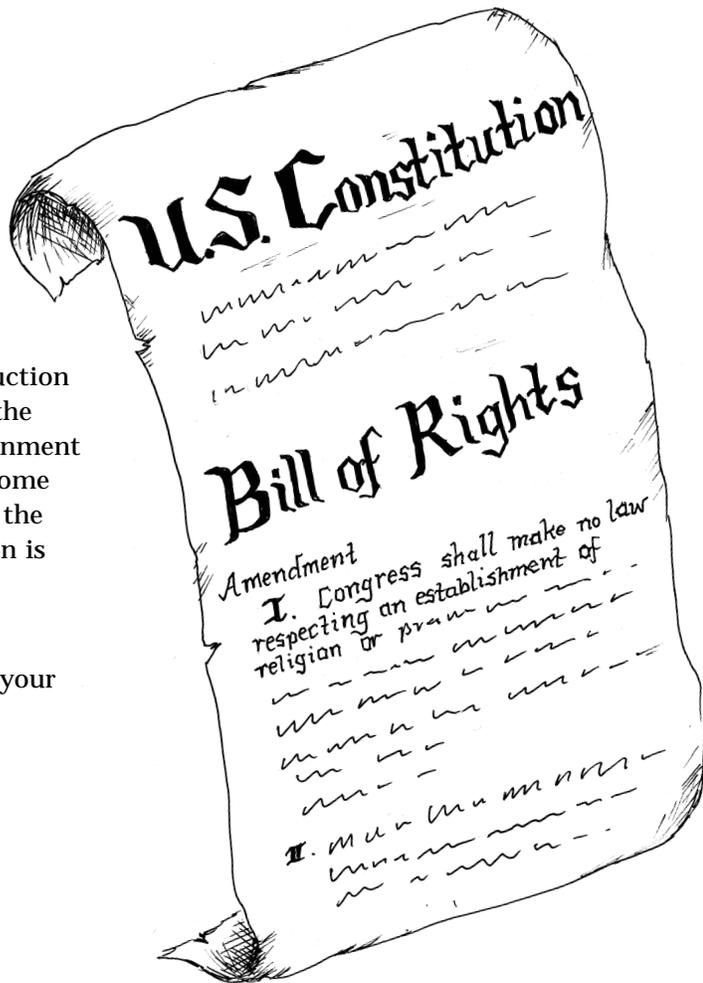
CSSC 5.7 element 5

How are rights protected?

In our country, we have a written document that describes our rights and how our government should work. That document is called the Constitution.

Basically, the Constitution is an instruction manual for our government. It says what the government can and cannot do. The government cannot, for example, violate your rights. Some of the rights it cannot violate are listed in the Constitution. That part of the Constitution is called the Bill of Rights.

The government is not allowed to violate your rights, but it can make and change laws.



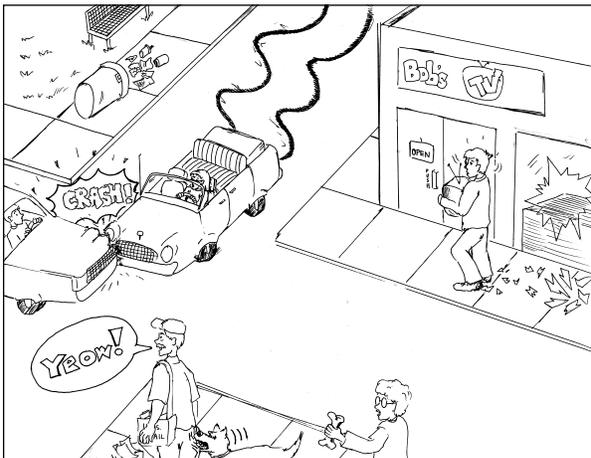
LAW

What is a law?

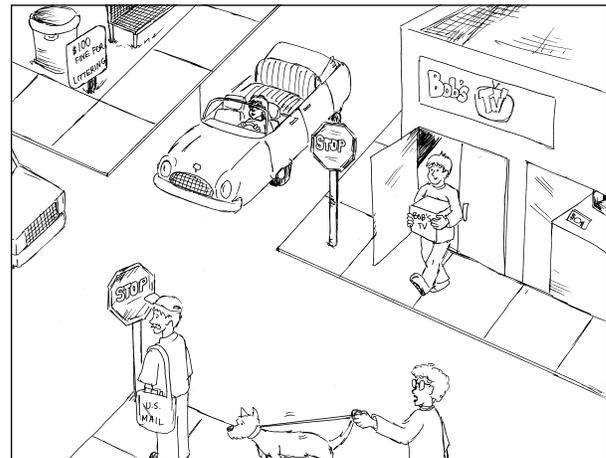
Laws are the rules we live by in our society. Laws are made by the government. They apply to everyone and must be obeyed by everyone.

Why are laws necessary?

Laws protect us from chaos by describing what people should and shouldn't do. Laws create order. Imagine what school would be like without rules. Then imagine what society would be like without laws. Without the order created by laws, it would be very difficult to live our lives in peace, to protect ourselves from bad people, to build a house and keep our things safe from robbers.



CHAOS



ORDER

Is the Constitution a law?

Yes. The Constitution is the highest law in our country. No other law can go against the Constitution.

Can laws be changed?

Yes, but it's difficult. This is to make sure that they are not changed often. If laws are changed too often, we start to lose order and things can get very chaotic. For example, think about how chaotic things would be if a red traffic light meant "stop" on one day, then "go" the next.

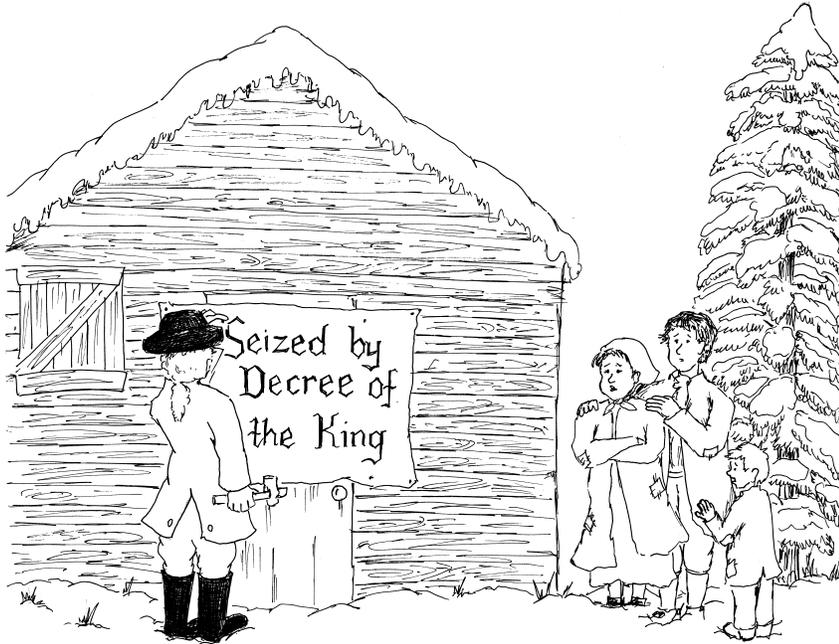
CSSC 5.4 element 4

Do all countries have laws?

Most countries have laws. But in some countries, not everyone must follow all the laws. In some countries, rulers do not have to obey the laws they make for everyone else. Is this democratic? What do you think?

In some countries, rulers don't make laws. They just tell everyone individually what to do. That kind of command is called a "decree." Sometimes in the past, kings would make decrees instead of laws. The trouble with decrees is that rulers may use them to treat some people differently and unfairly. Decrees can also be changed quickly.

Example: If the President of the USA ruled by decree and the Constitution did not protect your property rights, he could, for example, take your house and give it to another person. In fact, the King of England was doing this to colonists around the time of the American Revolution. He could grant and revoke land in America by decree.



In a democracy, laws apply to everyone, because all are supposed to be EQUAL "in the eyes of the law." This is the kind of fairness we believe in. In our country, we believe that no one is above the law. Everyone must obey the law – even the President.

Who makes laws?

In our country, most laws are made by our representatives in government. But sometimes laws can be made by voters. That is called a referendum or initiative. Not all states allow referendums, but some do, for example California, Nevada, Washington and Michigan. We'll learn more about representatives and referendums next week.

LESSON TWO: KEY POINTS

- A **right** is something no one may justly take away.
- The **Bill of Rights** is the part of the Constitution that lists some of our rights.
- The **Constitution** is an instruction manual for our government.
- To **violate a right** means to ignore it and act as if it doesn't exist.
- **Unfair majorities** are majorities that wish to violate someone's rights.
- A **law** is a general rule made by the government that applies to everyone.
- **Equality** is a certain kind of sameness (we are all equally human, we all have equal rights).
- A **referendum** or **initiative** is a suggestion for a law that can become a law if a majority of voters votes for it.

Worksheet Guide for Instructors

Lesson Two: Rights and Law

Lesson Two begins with a reminder about the problem with majority rule brought up in Lesson One.

ALERT! Danger to Democracy: Unfair Majorities

TIMECODE: 00:00:00

Last time we learned that in a democracy, the majority rules.

But sometimes a majority (the greater part of a group) may decide to harm a minority (the smaller part of a group).

For example, let's say a majority of your classmates got together and decided to take away your candy. If you complained, they might say "it's a democracy – majority rule!"

Just because a majority decides something doesn't always make it fair.

Remind students about the last part of the candy game.

In our democracy, though we believe in majority rule, we also protect people from unfair or "unjust" majorities.

People are protected from unfair majorities by two things: RIGHTS and LAW.

RIGHTS

TIMECODE: 00:05:00

A right is something that no one may justly take away.

In our country, we believe all people have the right to life, liberty and the pursuit of happiness.

That means we would say it is wrong to take away another person's life, except as punishment by the government for doing something very bad, or in self-defense.

Same goes for liberty.

In our country, no one is allowed to take away your rights – not even a majority.

Here are some of the rights we believe should not be taken away, except as punishment:

- The Right to Life (to freedom from unjust execution)
- The Right to Liberty (to freedom)
- The Right to Property (to own things)
- The Right to Free Speech (to say or write what you believe)

- The Right to Choose Your Religion
- The Right to Bear Arms (to own and use a gun to protect yourself)
- The Right of Assembly (to gather with others)
- The Right to Vote (to participate in government)
- The Right to Equal Treatment under the Law
- The Right Not to be Searched by the Police without Good Reason

ALERT! Danger to Democracy: Rights Can Be Violated

TIMECODE: 00:10:00

Just because we say people have rights doesn't mean a person or the government won't violate your rights (ignore them or act as if you don't have them).

It is possible for a person or a government to violate your rights.

In fact, in some countries, the government violates rights of individuals quite often.

But we consider that wrong and would say it is unfair or unjust.

Going back to the earlier example, we would say it is wrong for a majority of the class to take your candy. We would not agree that this is right. We would try to prevent this.

If we want our rights to be protected, our government and each of us must guard them.

If we do not, one day, someone might come and violate (ignore) them.

TIMECODE: 00:15:00

ACTIVITY: RIGHTS

Have students choose a right and illustrate it, or how it could be violated. Allow no more than five minutes for this activity, with five minutes for a few students to show and explain their pictures.

TIMECODE: 00:25:00

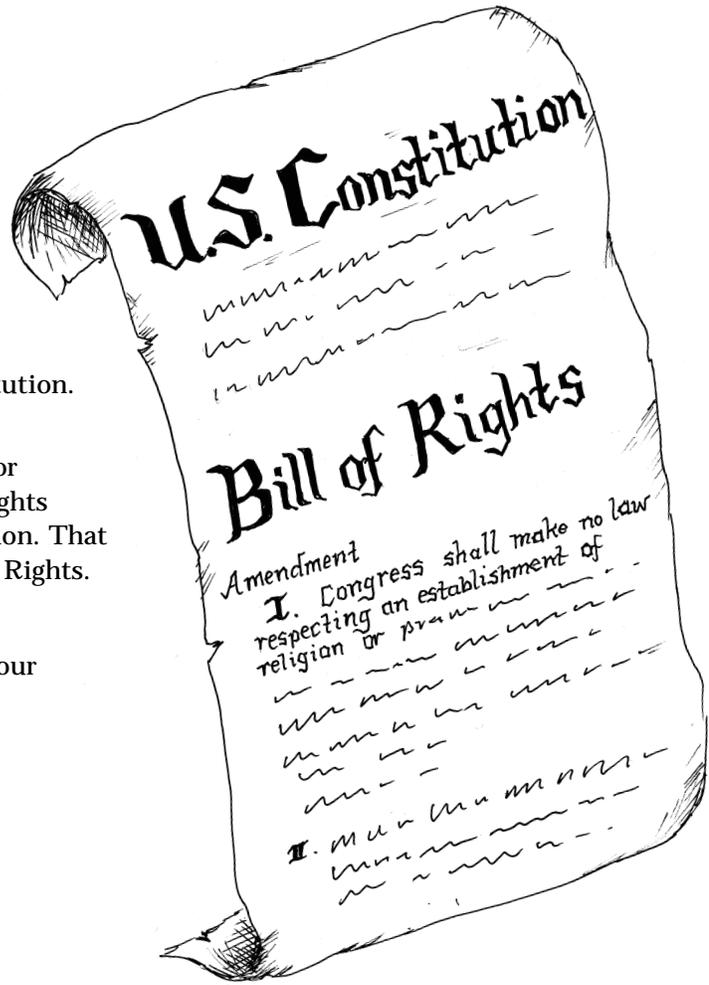
After the activity, the following information about rights and the law is best presented in the form of a dialogue between two instructors.

How are rights protected?

In our country we have a written document that explains our rights and how our government should work. Do you know what that document is called? That document is called the Constitution.

Basically, the Constitution says what the government can and cannot do. It cannot, for example, violate your rights. Some of the rights it cannot violate are listed in the Constitution. That part of the Constitution is called the Bill of Rights.

The government is not allowed to violate your rights, but it can make and change laws.



LAW

What is a law?

Laws are the rules we live by in our society. They are made by the government. Laws apply to everyone and must be obeyed by everyone. What is an example of a law?

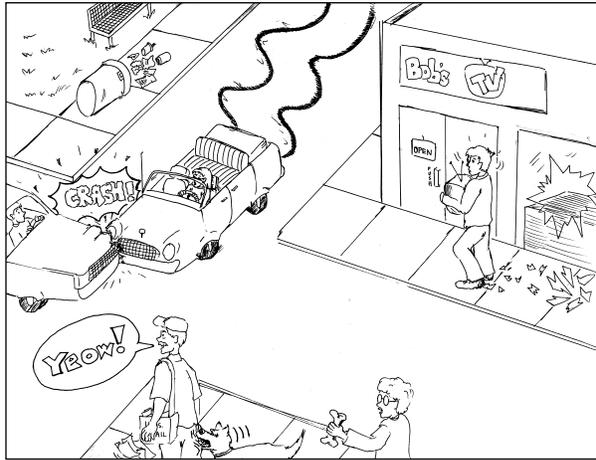
TIMECODE: 00:30:00

Why are laws necessary?

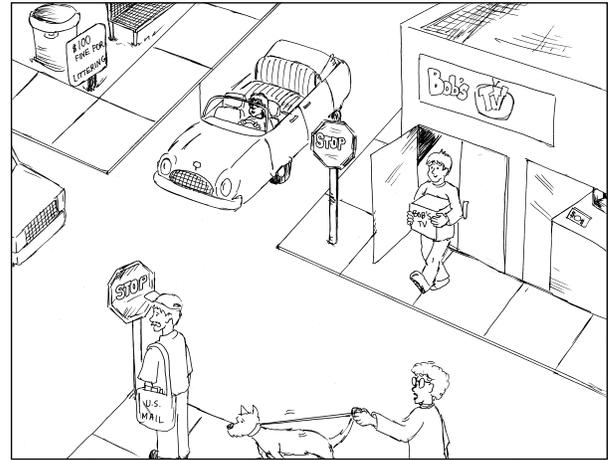
Laws protect us from chaos by describing what people should and shouldn't do. Laws create order. Imagine what school would be like without rules. Then imagine what society would be like without laws. Without the order created by laws, it would be very difficult to live our lives in peace, to protect ourselves from bad people, to build a house and keep our things safe from robbers.

ACTIVITY: CHAOS AND ORDER

Ask students to examine the illustration “Chaos.” Ask them what sorts of laws could be made to create “Order.” Allow about three to five minutes for this exercise.



CHAOS



ORDER

TIMECODE: 00:35:00

Continuing in the form of a dialogue between instructors:

Is the Constitution a law?

Yes. The Constitution is the highest law in our country. No other law can go against the Constitution.

Can laws be changed?

Yes, but it's difficult. This is to make sure that they are not changed often.

If laws are changed too often, we start to lose order and things can get very chaotic.

For example, think about how chaotic things would be if a red traffic light meant “stop” on one day, then “go” the next.

Do all countries have laws?

Most countries have laws. But in some countries, not everyone must follow all the laws. In some countries, rulers do not have to obey the laws they make for everyone else. Is this democratic? What do you think?

In some countries, rulers don't make laws. They just tell everyone individually what to do. That kind of command is called a “decree.” Sometimes in the past, kings would make decrees instead of laws. The trouble with decrees is that rulers may use them to treat some people differently and unfairly. Decrees can also be changed quickly.

Example: If the President of the USA ruled by decree and the Constitution did not protect your property rights, he could, for example, take your house and give it to another person. In fact, the King of England was doing this to colonists around the time of the American Revolution. He could grant and revoke land in America by decree.



In a democracy, laws apply to everyone, because all are supposed to be EQUAL “in the eyes of the law.” This is the kind of fairness we believe in. In our country, we believe that no one is above the law. Everyone must obey the law – even the President.

Who makes laws?

In our country, most laws are made by our representatives in government. But sometimes laws can be made by voters. That is called a referendum or initiative. Not all states allow referendums, but some do, for example California, Nevada, Washington and Michigan. We’ll learn more about representatives and referendums next week.

HOMEWORK:

Distribute sheet with list of offices for your area: President of the US, Senator for your state, Representative in US Congress, Governor of your state, State Senator, State Assembly Representative, Mayor (if applicable), City or Town Council Member(s), School Board Member(s).

For next week, find out who your representatives are. These are the people who make decisions for you. They are part of our government.

LESSON TWO: KEY POINTS

- A **right** is something no one may justly take away.
- The **Bill of Rights** is the part of the Constitution that lists some of our rights.
- The **Constitution** is an instruction manual for our government.
- To **violate a right** means to ignore it and act as if it doesn't exist.
- **Unfair majorities** are majorities that wish to violate someone's rights.
- A **law** is a general rule made by the government that applies to everyone.
- **Equality** is a certain kind of sameness (we are all equally human, we all have equal rights).
- A **referendum** or **initiative** is a suggestion for a law that can become a law if a majority of voters votes for it.

Worksheets for Students

Lesson Two: Rights and Law

ALERT! Danger to Democracy: Unfair Majorities

Last time we learned that in a democracy, the majority rules.

But sometimes a majority (the greater part of a group) may decide to harm a minority (the smaller part of a group).

For example, let's say a majority of your classmates got together and decided to take away your candy.

If you complained, they might say "it's a democracy – majority rule!"

Just because a majority decides something doesn't always make it fair.

In our democracy, though we believe in majority rule, we also protect people from unfair or "unjust" majorities.

People are protected from unfair majorities by two things: **RIGHTS** and **LAW**.

RIGHTS

A right is something that no one may justly take away.

In our country, we believe all people have the right to life, liberty and the pursuit of happiness.

That means we would say it is wrong to take away another person's life, except as punishment by the government for doing something very bad, or in self-defense.

Same goes for liberty.

In our country, no one is allowed to take away your rights – not even a majority.

Here are some of the rights we believe should not be taken away, except as punishment:

- The Right to Life (to freedom from unjust execution)
- The Right to Liberty (to freedom)
- The Right to Property (to own things)
- The Right to Free Speech (to say or write what you believe)
- The Right to Choose Your Religion
- The Right to Bear Arms (to own and use a gun to protect yourself)
- The Right of Assembly (to gather with others)
- The Right to Vote (to participate in government)
- The Right to Equal Treatment under the Law
- The Right Not to be Searched by the Police without Good Reason

ALERT! Danger to Democracy: Rights Can Be Violated

Just because we say people have rights doesn't mean a person or the government won't violate your rights (ignore them or act as if you don't have them).

It is possible for a person or a government to violate your rights.

In fact, in some countries, the government violates rights of individuals quite often.

But we consider that wrong and would say it is unfair or unjust.

Going back to the earlier example, we would say it is wrong for a majority of the class to take your candy. We would not agree that this is right. We would try to prevent this.

If we want our rights to be protected, our government and each of us must guard them.

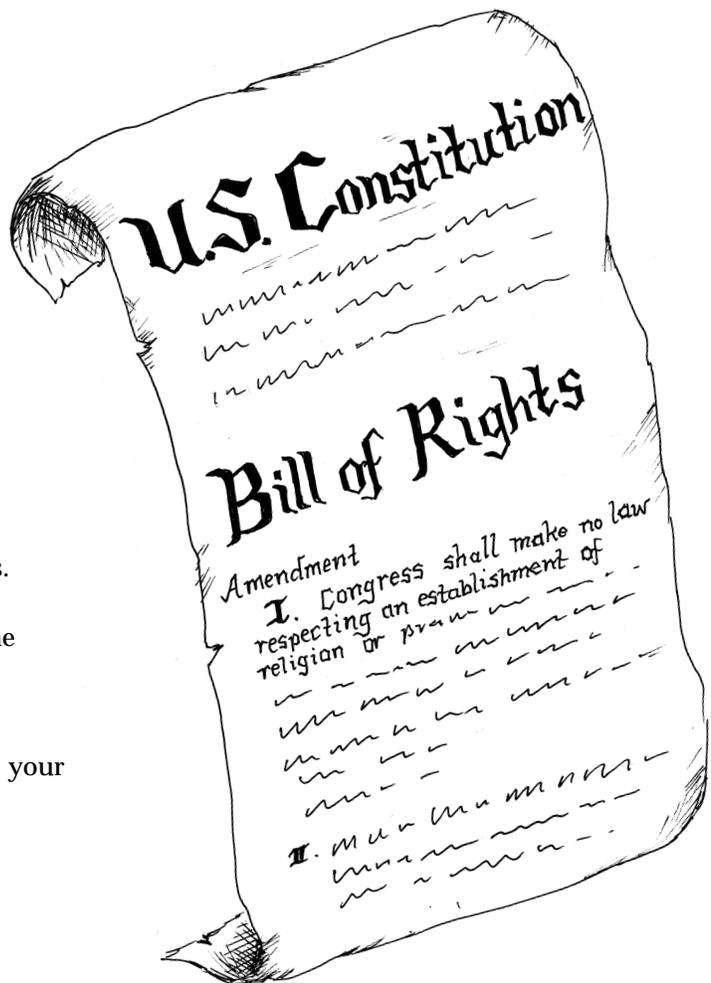
If we do not, one day, someone might come and violate (ignore) them.

How are rights protected?

In our country we have a written document that explains our rights and how our government should work. Do you know what that document is called? That document is called the Constitution.

Basically, the Constitution says what the government can and cannot do. It cannot, for example, violate your rights. Some of the rights it cannot violate are listed in the Constitution. That part of the Constitution is called the Bill of Rights.

The government is not allowed to violate your rights, but it can make and change laws.



LAW

What is a law?

Laws are the rules we live by in our society.

Laws are made by the government.

Laws apply to everyone and must be obeyed by everyone.

What is an example of a law?

Why are laws necessary?

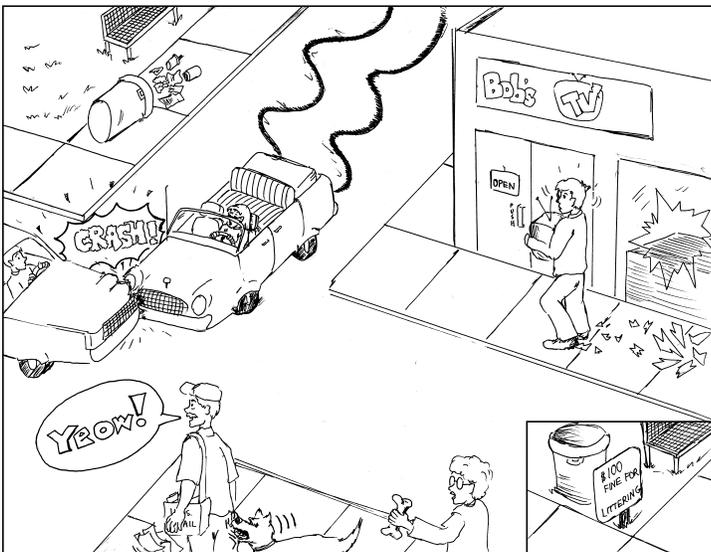
Laws protect us from chaos by describing what people should and shouldn't do. Laws create order. Imagine what school would be like without rules. Then imagine what society would be like without laws. Without the order created by laws, it would be very difficult to live our lives in peace, to protect ourselves from bad people, to build a house and keep our things safe from robbers.

Look at the two pictures below.

The first is a picture of what things might be like without laws.

The second is a picture of what things can be like with good laws.

Can you tell what laws help make the second picture different from the first?



CHAOS



ORDER

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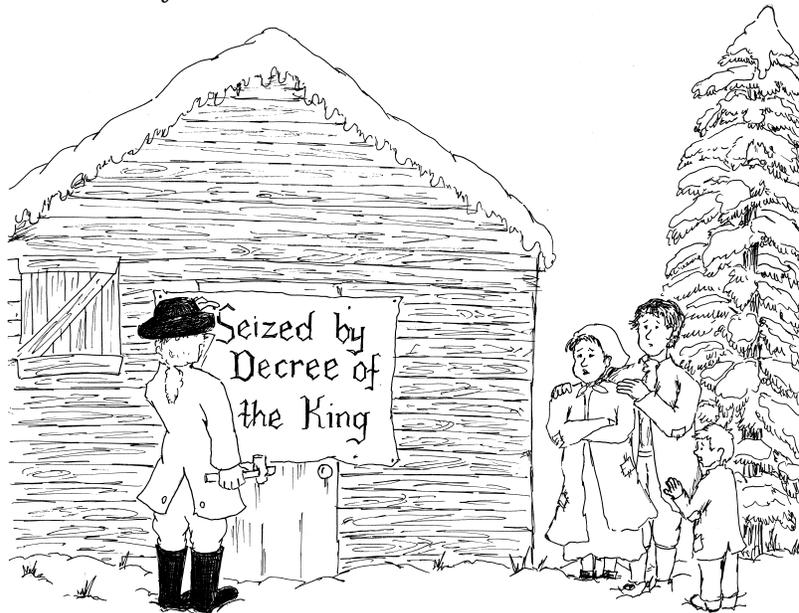
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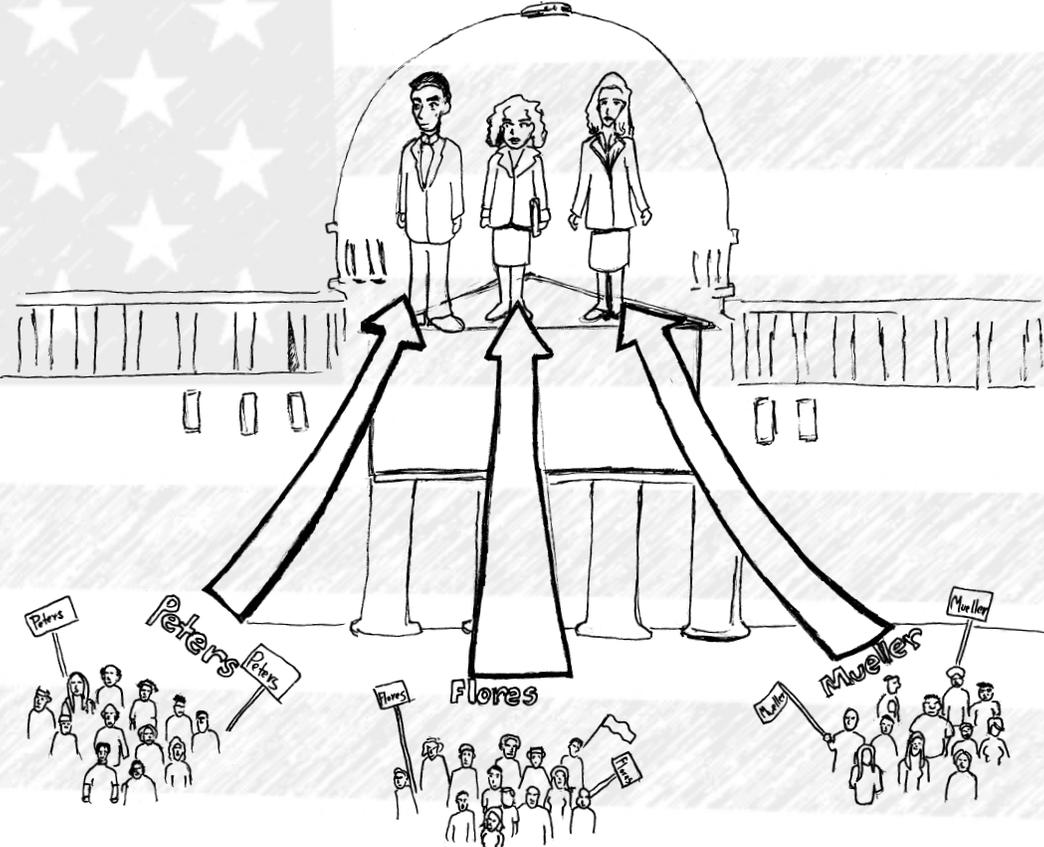
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Lesson Three

Representation and Election Campaigns



Background for Instructors

Lesson Three: Representation and Election Campaigns

Required Material:

- Copies of the Worksheets for Students to be distributed
- Pack of index cards
- Pieces of paper cut to bumper sticker size
- Chalkboard or markerboard with writing instrument
- A list of candidates/issues to be considered in the upcoming election with brief, simple descriptions of each based on candidate statements and state voter guides to ensure non-partisan, unbiased presentation; these will be distributed to students in preparation for the upcoming election simulation
- Knowledge of who represents your area in Congress, state legislature, city/town government, and the school district
- A list of area representatives to be given to the regular teacher for his or her information
- Knowledge of whether your state holds referendums/voting on ballot initiatives

CSSC elements addressed in Lesson Three:

5.5 element 1

CSTP elements addressed in Lesson Three:

6.0

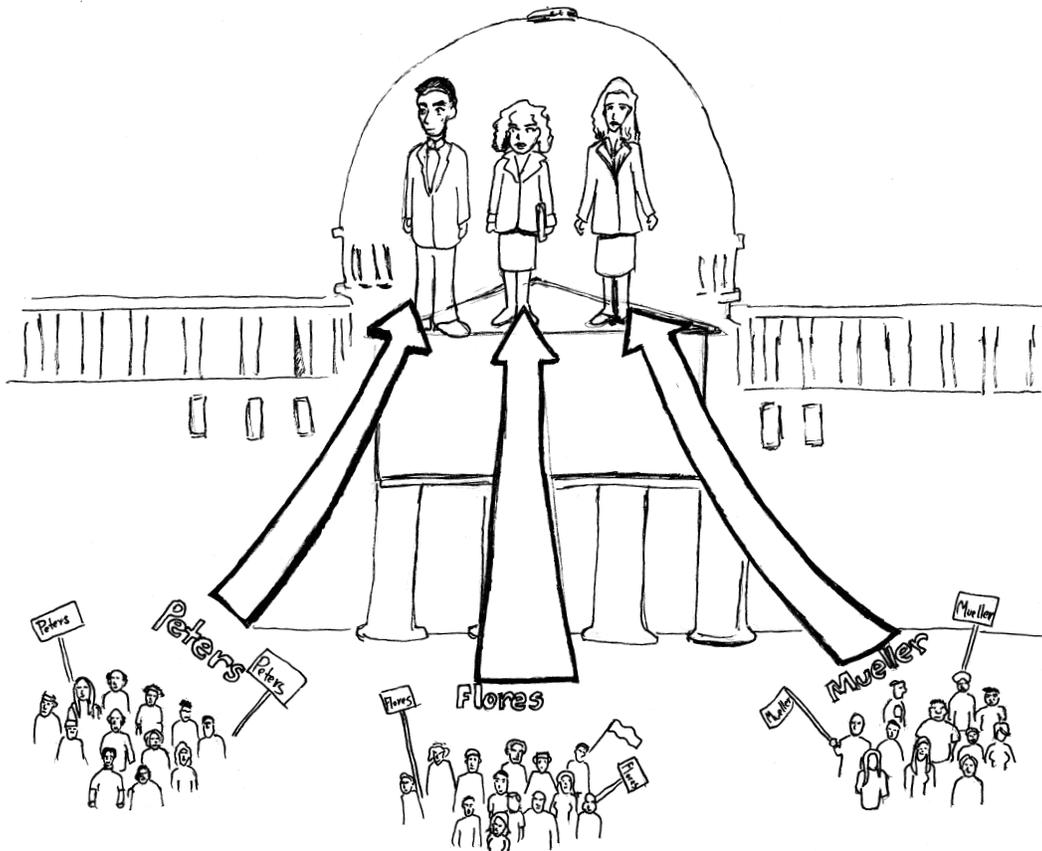
Background for Instructors

Lesson Three: Representation and Election Campaigns

REPRESENTATION

In a democracy, all citizens participate in government. But we live in a very large country and not everyone has the time or energy to participate in every decision. The people who designed our government recognized this. They thought of a way everyone could participate without making everyone participate in every decision. They called it “representation” or “representative government.”

The idea of representation or representative government means this: instead of participating yourself in every decision, you and other citizens elect (choose by voting) someone you consider to be a trustworthy person. That person then makes decisions for everyone. The people we elect are called our “elected officials” or “representatives.” They are our leaders.



CSSC 5.5 element 1

During the American colonial period, Britain had a parliament. But the American colonists could not elect representatives to that parliament. That is one of the reasons the colonists rebelled (remember the popular slogan: “no taxation without representation!”).

How many representatives are there?

In our country, elections (voting for representatives) take place on a regular basis (every few years). A representative usually represents people living only in a certain area or part of our country. So there are many representatives in our country. Each state, for example, has two US Senators and a number of US Representatives based on the size of the state’s population. The President of the USA is the only single person who represents all of the people of our country.

How do representatives make decisions?

After an election, our representatives gather together and make decisions for us all. Their gathering is sometimes called an “assembly,” sometimes a “congress,” sometimes a “house of representatives,” sometimes a “senate,” sometimes a “city council” or “school board meeting.” Other countries sometimes call such a gathering a “parliament.” In these gatherings, decisions are usually made according to majority rule, but only the representatives get to vote.

Who can be a representative?

There are different rules, but usually representatives must be citizens, must live in the area they want to represent and be of a certain age. They must also be elected by voters living in that area.

ALERT! Danger to Democracy: Bad Representatives

What if a representative makes decisions that harm other citizens? This is why we have elections every few years. If citizens are not happy with the decisions a representative is making, they can elect someone else.

ALERT! Danger to Democracy: Not Participating

When citizens don’t take the time to vote for their representatives and tell them what they need, the decisions made by the representatives may not reflect what the people need. In a democracy, everyone can get involved, so no one is forgotten. But if people choose not to vote, they give up their voice. In our country, of all people who have the right to vote in elections, only about **one-half** usually do. The other half does not get involved. Young voters in particular tend not to vote. Only about **one-third** vote regularly in national elections. Why do you think this is?

It’s easy for the government to ignore those who do not get involved. Their needs are often forgotten. For a democracy to work, everyone should participate.

ELECTION CAMPAIGNS

An election campaign is the period of time before an election when the people discuss what or whom to vote for. During an election campaign, people who want to be representatives (we call them “candidates”) introduce themselves to the voters. During an election campaign, candidates say what they plan to do if they win. The people must then decide whom to elect as their representatives. The people decide by majority rule. That’s the connection to democracy. Whoever wins the most votes is elected and becomes a representative. Once elected, representatives are then in charge of your school district, your city, your state, or the whole United States of America. They are in charge for a certain number of years, then must be elected again. When that time comes, another election campaign takes place. When was the last election campaign in your area? Do you know who was elected?

Who can be a candidate?

Candidates must be citizens. They usually must live in the area they want to represent for a certain period of time. There might also be an age requirement. For example, to be a member of the US House of Representatives, a person must be at least 25 years old. To be a member of the US Senate, a person must be at least 30 years old. Do you know how old you have to be to be President? (at least 35 years old) For other positions, the age requirement is usually lower.

What do candidates do?

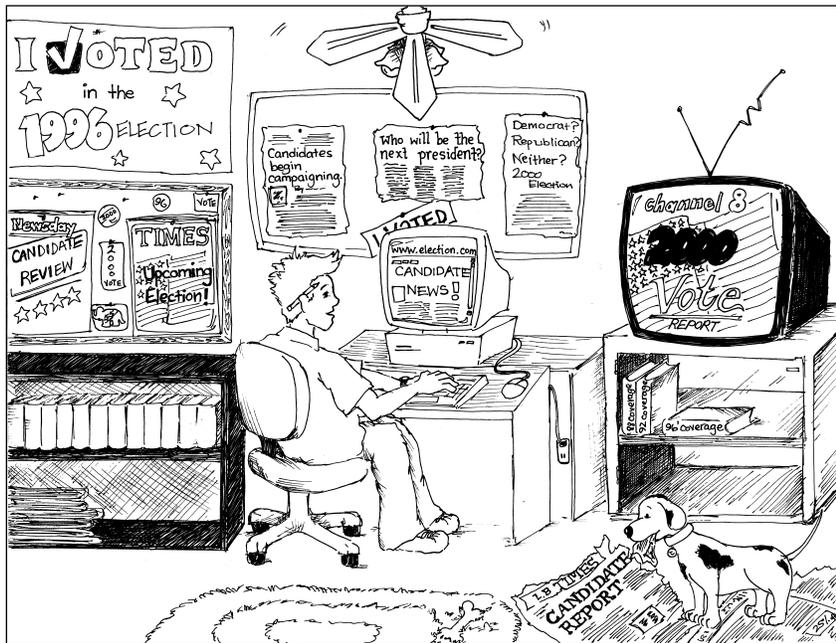
Candidates “run for office.” That means they try to win an election. They believe they are the best people for the job of representative and then try to convince the voters. They do this in different ways. One way is a campaign poster. Another is a television or radio commercial. Another is a public speech or a debate with other candidates.

Even though young citizens under 18 cannot vote, they can become involved by volunteering to help a candidate with his or her campaign.

ALERT! Danger to Democracy: Campaign Lies

Sadly, not all candidates are honest, truthful people. Sometimes, candidates will lie in order to win an election. The reason some candidates do this is because for them winning is more important than fair play.

As citizens we must be on the lookout for such candidates. We should find out for ourselves whether what they are saying is true. This means we must be INFORMED voters. We cannot always believe what candidates are saying. We must find information that we can use to check whether candidates are telling the truth. There are many places to look for more information. Can you name a few? (library, internet, newspapers, knowledgeable friends, etc.)



REFERENDUMS OR INITIATIVES

Sometimes, instead of electing representatives, voters vote in referendums. Referendums or initiatives are suggestions for laws that voters can either approve or reject. Say you want to suggest a law that all dogs should be kept on leashes. In many states, you can suggest such a law. If enough people support you, your suggestion could be decided by voting. If a majority of voters votes for your initiative, it becomes a law just as if it were made by our representatives. Some states allow initiatives, others do not. Does your state allow them? Do you know of a state that does? (CA, NV, WA, MI, and others)

THE CURRENT CAMPAIGN

There will soon be an election where we live. An informed future voter should find out what he or she can about the candidates/issues that will be decided so that he or she could explain his or her vote.

Instructors should be sufficiently familiar with the candidates/issues to be decided in the upcoming election to answer student questions in a non-partisan way.

LESSON THREE: KEY POINTS

- A **representative** is a person who makes decisions for another or others.
- **Representative government** means electing (choosing) representatives to make decisions for all citizens.
- **Representatives** are elected (chosen) by the people according to majority rule.
- **To be a representative**, usually you must be a citizen, you must live in the area you want to represent and be of a certain age. You must then be elected by voters living in your area.
- A **candidate** is a person who could be chosen representative.
- Candidates “**run for office.**” That means they try to get elected.
- An **election campaign** is the time before an election when voters discuss what or whom to vote for.
- A **voter** is anyone who has the right to vote.
- In the USA, a **voter** must be a citizen who is at least 18 years old, is not insane and (in some states) has not committed a serious crime (a felony).
- **Campaign lies** are things that dishonest candidates sometimes say that are not true.
- An **informed voter** checks to see whether what candidates are saying is true and can explain why he or she votes the way he or she does.
- A **referendum** or **initiative** is a suggestion for a law that can become a law if a majority of voters votes for it.

Worksheet Guide for Instructors

Lesson Three: Representation and Election Campaigns

REPRESENTATION

TIMECODE: 00:00:00

In a democracy, all citizens participate in government.

But we live in a very large country. Not everyone has the time or energy to participate in every decision.

The people who designed our government recognized this.

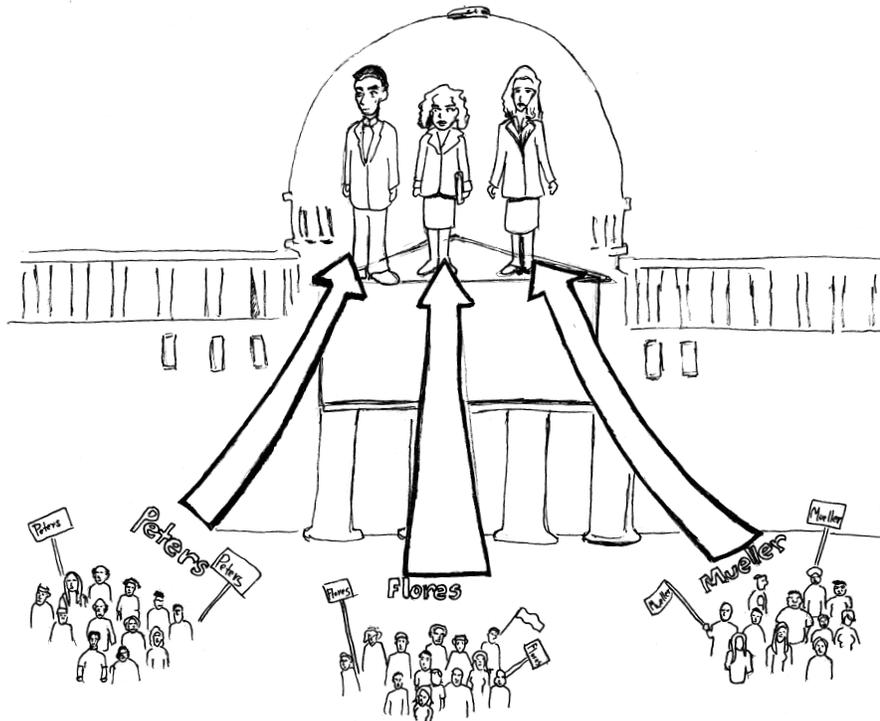
They thought of a way everyone could participate without making everyone participate in every decision.

They called it “representation” or “representative government.”

The idea of representation or representative government means this: instead of participating in every decision yourself, you and other citizens elect (choose by voting) someone you consider to be a trustworthy person.

That person then makes decisions for everyone.

The people we elect are called our “elected officials” or “representatives.” They are our leaders.



During the American colonial period, American colonists were not allowed to elect representatives in Britain. That is one of the reasons the colonists rebelled (remember the slogan: “no taxation without representation!”).

How many representatives are there?

In our country, elections (voting for representatives) take place every few years.

A representative usually represents people living only in a certain area or part of our country.

So there are many representatives in our country.

Each state, for example, has two US Senators and a number of US Representatives.

The President of the USA is the only single person who represents all of the people of our country.

ACTIVITY: Homework Review

TIMECODE: 00:05:00

Ask students to take out the homework from last week and take about two minutes to quiz them (allowing them to use their sheets) on the names of their representatives.

How do representatives make decisions?

After an election, our representatives gather together and make decisions for us all.

Their gathering is sometimes called an “assembly,” sometimes a “congress,” sometimes a “house of representatives,” sometimes a “senate,” sometimes a “city council” or “school board meeting.”

Other countries, like Great Britain, sometimes call such a gathering a “parliament.”

In these gatherings, decisions are usually made according to majority rule, but only the representatives get to vote.

Who can be a representative?

There are different rules, but usually representatives:

- must be citizens
- must live in the area they want to represent and
- be of a certain age

They must also be elected by voters living in their area.

ACTIVITY: Leadership Qualities

TIMECODE: 00:10:00

This activity should take about 5 minutes. Pass out index cards to all students. Invite students to think of a person in their class who would make a good classroom leader. Ask them to describe that person without naming the person. What would make him or her a good leader.

Next, draw a diagram on the board that depicts two large, overlapping circles. Ask students to call out the leadership qualities they listed. Consulting the students, arrange the qualities in the diagram by deciding together which qualities would be qualities of a good CLASSROOM leader, which would be qualities of a good GOVERNMENT leader, and which might be both. Some examples include: honest, knowledgeable, intelligent, smart, wise, courageous, respectful, experienced, good, friendly, organized, good communication skills, etc.

TIMECODE: 00:15:00

ALERT! Danger to Democracy: Bad Representatives

What if a representative makes decisions that harm other citizens?

This is why we have elections every few years.

If citizens are not happy with the decisions a representative is making, they can elect someone else.

Use the following example, or a similar one, to illustrate the principle: if, in 2004, citizens are unhappy with President George W. Bush, they can vote to replace him by electing someone else.

ALERT! Danger to Democracy: Not Participating

When citizens don't take the time to vote for their representatives and tell them what they need, the decisions made by the representatives may not reflect what the people need.

In a democracy, everyone can get involved, so no one is forgotten.

But if people choose not to vote, they give up their voice.

In our country, of all people who have the right to vote in elections, only about **one-half** usually do.

The other half does not get involved.

Young voters in particular tend not to vote. Only about **one-third** vote regularly in national elections. Why do you think this is?

It's easy for the government to ignore those who do not get involved. Their needs are often forgotten. For a democracy to work, everyone should participate.

ELECTION CAMPAIGNS

TIMECODE: 00:20:00

An election campaign is the period of time before an election when the people discuss what or whom to vote for.

During an election campaign, people who want to be representatives (we call them “candidates”) introduce themselves to the voters.

During an election campaign, candidates say what they plan to do if they win.

The people must then decide whom to elect as their representatives. The people decide by majority rule. Whoever wins the most votes is elected and becomes a representative.

Once elected, these representatives are then in charge of your school district, your city, your state, or the whole United States of America. They are in charge for a certain number of years, then must be elected again. When that time comes, another election campaign takes place.

When was the last election campaign in your area? Do you know who was elected?

Who can be a candidate?

Candidates must be citizens.

They usually must live in the area they want to represent for a certain period of time.

There might also be an age requirement. For example, to be a member of the US House of Representatives, a person must be at least 25 years old. To be a member of the US Senate, a person must be at least 30 years old.

Do you know how old you have to be to be President? (at least 35 years old)

For other positions, the age requirement is usually lower.

What do candidates do?

TIMECODE: 00:25:00

Candidates “run for office.” That means they try to win an election.

They believe they are the best people for the job of representative and then try to convince the voters. They do this in different ways.

One way is a campaign poster. Another is a television or radio commercial. Another is a public speech or a debate with other candidates.

Even though young citizens under 18 cannot vote, they can get involved by volunteering to help a candidate with his or her campaign!

ACTIVITY: Campaign Bumper Stickers

Distribute to students bumper sticker-sized pieces of paper. Ask them to pretend they're a candidate and to create a bumper sticker for their campaign that will get people to vote for them. Give them about 3-5 minutes to complete the bumper stickers. Collect them and take another few minutes to go through them with the class.

ALERT! Danger to Democracy: Campaign Lies

TIMECODE: 00:35:00

Sadly, not all candidates are honest, truthful people.

Sometimes, candidates will lie in order to win an election.

The reason some candidates do this is because, for them, winning is more important than fair play.

As citizens we must be on the lookout for such candidates.

We must find out for ourselves whether what they are saying is true.

This means we must be INFORMED voters.

We cannot always believe what candidates are saying.

We must find information that we can use to check whether candidates are telling the truth.

There are many places to look for more information. Can you name a few? (library, internet, newspapers, knowledgeable friends, etc.)



REFERENDUMS AND INITIATIVES

Sometimes, instead of electing representatives, voters vote in referendums.

Referendums or initiatives are suggestions for laws that voters can either approve or reject.

Say you want to suggest a law that all dogs should be kept on leashes.

In many states, you can suggest such a law.

If enough people support you, your suggestion could be decided by voting.

If a majority of voters votes for your initiative, it becomes a law just as if it were made by our representatives.

Some states allow initiatives, others do not. Does your state allow them? Do you know of a state that does? (CA, NV, WA, MI, and others)

THE CURRENT CAMPAIGN

Distribute sheets with a list of what students will be voting on in the election simulation. The list should contain the names of candidates/initiatives and a short description of each. The descriptions should be gleaned from candidate statements and government voter information guides to ensure a fair and unbiased presentation.

There will soon be an election where we live. Your job as an informed future voter is to find out what you can about the candidates/issues that will be decided so you could explain your vote.

Instructors should be sufficiently familiar with the candidates/issues to be decided in the upcoming election to answer student questions in a non-partisan way.

HOMEWORK: Informed Voters

1. *Ask students to look over the list of candidates/issues and find out what they can about them by talking with parents and other adults, reading the paper, the internet, watching TV, etc.*
2. *Remind them they'll need to decide how to vote for the upcoming election simulation.*
3. *Ask students to look for posters, bumper stickers or other campaign material throughout the week. Ask them to be prepared to describe what they saw next week.*

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Worksheets for Students

Lesson Three: Representation and Election Campaigns

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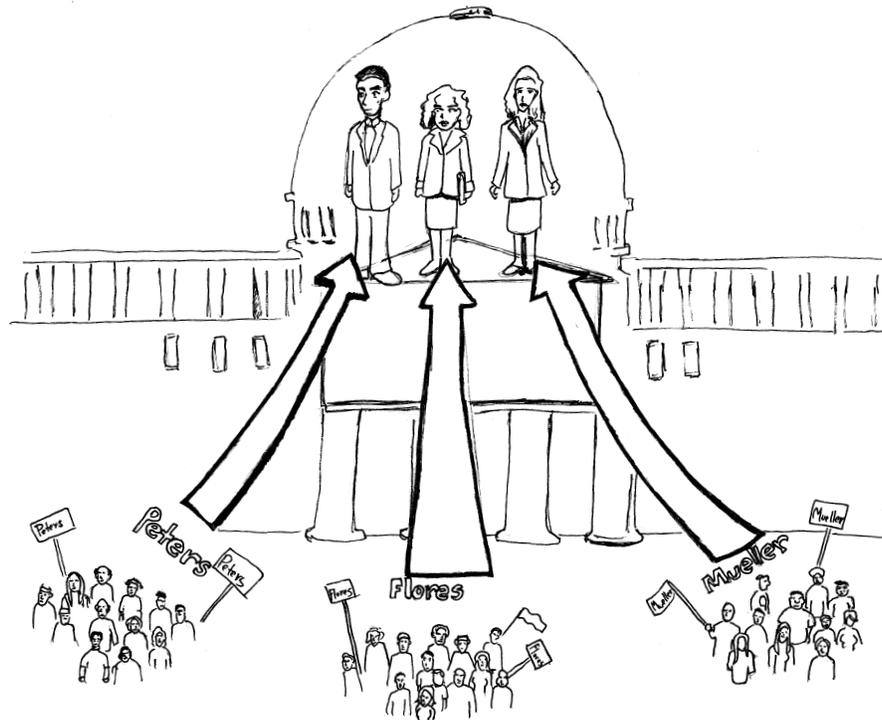
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How do representatives make decisions?

After an election, our representatives gather together and make decisions for us all.

Their gathering is sometimes called an “assembly,” sometimes a “congress,” sometimes a “house of representatives,” sometimes a “senate,” sometimes a “city council” or “school board meeting.”

Other countries, like Great Britain, sometimes call such a gathering a “parliament.”

In these gatherings, decisions are usually made according to majority rule, but only the representatives get to vote.

Who can be a representative?

There are different rules, but usually representatives:

- must be citizens
- must live in the area they want to represent and
- be of a certain age

They must also be elected by voters living in their area.

ALERT! Danger to Democracy: Bad Representatives

What if a representative makes decisions that harm other citizens?

This is why we have elections every few years.

If citizens are not happy with the decisions a representative is making, they can elect someone else.

ALERT! Danger to Democracy: Not Participating

When citizens don't take the time to vote for their representatives and tell them what they need, the decisions made by the representatives may not reflect what the people need.

In a democracy, everyone can get involved, so no one is forgotten.

But if people choose not to vote, they give up their voice.

In our country, of all people who have the right to vote in elections, only about **one-half** usually do.

The other half does not get involved.

Young voters in particular tend not to vote. Only about **one-third** vote regularly in national elections. Why do you think this is?

It's easy for the government to ignore those who do not get involved. Their needs are often forgotten. For a democracy to work, everyone should participate.

ELECTION CAMPAIGNS

An election campaign is the period of time before an election when the people discuss what or whom to vote for.

During an election campaign, people who want to be representatives (we call them "candidates") introduce themselves to the voters.

During an election campaign, candidates say what they plan to do if they win.

The people must then decide whom to elect as their representatives. The people decide by majority rule. Whoever wins the most votes is elected and becomes a representative.

Once elected, these representatives are then in charge of your school district, your city, your state, or the whole United States of America. They are in charge for a certain number of years, then must be elected again. When that time comes, another election campaign takes place.

When was the last election campaign in your area? Do you know who was elected?

Who can be a candidate?

Candidates must be citizens.

They usually must live in the area they want to represent for a certain period of time.

There might also be an age requirement. For example, to be a member of the US House of Representatives, a person must be at least 25 years old. To be a member of the US Senate, a person must be at least 30 years old.

Do you know how old you have to be to be President?

For other positions, the age requirement is usually lower.

What do candidates do?

Candidates “run for office.” That means they try to win an election.

They believe they are the best people for the job of representative and then try to convince the voters. They do this in different ways.

One way is a campaign poster. Another is a television or radio commercial. Another is a public speech or a debate with other candidates.

Even though young citizens under 18 cannot vote, they can get involved by volunteering to help a candidate with his or her campaign!

ALERT! Danger to Democracy: Campaign Lies

Sadly, not all candidates are honest, truthful people.

Sometimes, candidates will lie in order to win an election.

The reason some candidates do this is because, for them, winning is more important than fair play.

As citizens we must be on the lookout for such candidates.

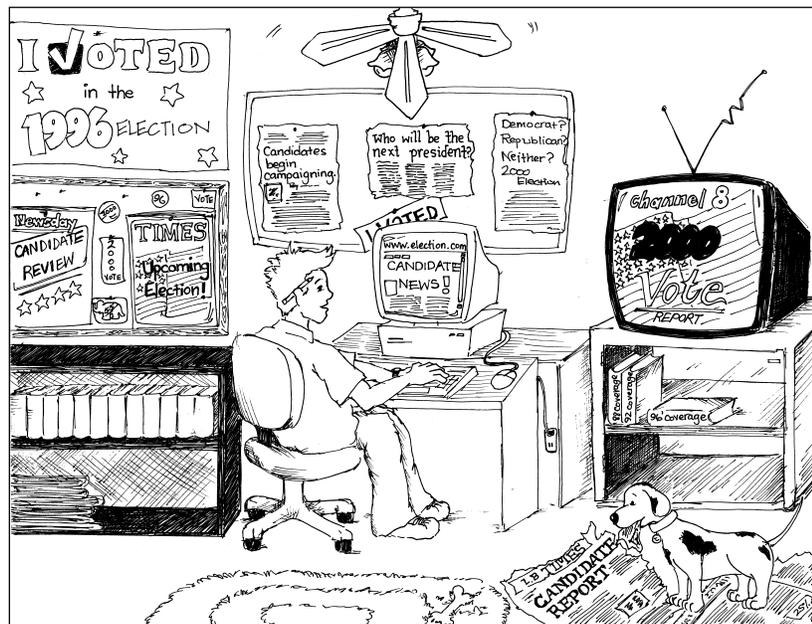
We must find out for ourselves whether what they are saying is true.

This means we must be INFORMED voters.

We cannot always believe what candidates are saying.

We must find information that we can use to check whether candidates are telling the truth.

There are many places to look for more information. Can you name a few?



REFERENDUMS OR INITIATIVES

Sometimes, instead of electing representatives, voters vote in referendums.

Referendums or initiatives are suggestions for laws that voters can either approve or reject.

Say you want to suggest a law that all dogs should be kept on leashes.

In many states, you can suggest such a law.

If enough people support you, your suggestion could be decided by voting.

If a majority of voters votes for your initiative, it becomes a law just as if it were made by our representatives.

Some states allow initiatives, others do not. Does your state allow them? Do you know of a state that does?

THE CURRENT CAMPAIGN

There will soon be an election where we live. Your job as an informed future voter is to find out what you can about the candidates/issues that will be decided so you could explain your vote.

HOMEWORK: Informed Voters

Look over the list of candidates/issues and find out what you can about them by talking with your parents, with friends and neighbors, by reading the paper, the internet, by watching TV, etc.

Be on the lookout for posters, bumper stickers or other campaign material throughout the week. For next week, be prepared to tell the class what you saw.

LESSON THREE: KEY POINTS

- A **representative** is a person who makes decisions for another or others.
- **Representative government** means electing (choosing) representatives to make decisions for all citizens.
- **Representatives** are elected (chosen) by the people according to majority rule.
- **To be a representative**, usually you must be a citizen, you must live in the area you want to represent and be of a certain age. You must then be elected by voters living in your area.
- A **candidate** is a person who could be chosen representative.
- Candidates **“run for office.”** That means they try to get elected.
- An **election campaign** is the time before an election when voters discuss what or whom to vote for.
- A **voter** is anyone who has the right to vote.
- In the USA, a **voter** must be a citizen who is at least 18 years old, is not insane and (in some states) has not committed a serious crime (a felony).
- **Campaign lies** are things that dishonest candidates sometimes say that are not true.
- An **informed voter** checks to see whether what candidates are saying is true and can explain why he or she votes the way he or she does.
- A **referendum** or **initiative** is a suggestion for a law that can become a law if a majority of voters votes for it.

Lesson Four

Voter Registration and Voting

VOTING
BOOTH

VOTE

SIGN
IN HERE



Background for Instructors

Lesson Four: Voter Registration and Voting

Required Material:

- Copies of the Worksheets for Students to be distributed
- Copies of Informed/Uninformed Voter game sheets (do not distribute these until indicated)
- Know the voter registration deadline for your state (in California, for example, anyone wishing to vote in an election must be registered at least 15 days before the election).
- Copies of SIMvoter registration cards for each student
- At least one of the voting machines to be used in the upcoming election simulation (Lesson Five) that students can inspect and copies of the SIMballots so that students could practice using the machine (machines can be borrowed from County Registrar)
- Know in which room the upcoming election simulation will take place so that students can be informed about it

Informed/Uninformed Voter Game Sheet I
Lesson Four: Voter Registration and Voting

Vote **FOR** or **AGAINST** the following choices by circling your choice:

Radio	FOR	AGAINST
Computer	FOR	AGAINST
Physical Education	FOR	AGAINST
Art Class	FOR	AGAINST
Reading	FOR	AGAINST
Detention	FOR	AGAINST

**Informed/Uninformed Voter Game Sheet II
Lesson Four: Voter Registration and Voting**

These were the proposals you voted on:

RADIO – shall only play commercials

COMPUTER – no computers shall be allowed in classrooms

**PHYSICAL EDUCATION – for physical education, students shall
only run laps**

ART CLASS – shall be cancelled

READING - students shall be allowed to choose what to read

DETENTION - shall be served at the ice cream parlor

**The name of a proposal or a candidate doesn't tell you everything.
Be informed voters! Find out what you're voting on before the election.**

SIMvoter Registration Card for Students

Lesson Four: Voter Registration and Voting

VOTER REGISTRATION FORM

ARE YOU A U.S. CITIZEN? Yes No **▶ If no, don't fill out this form.** USE BLACK OR BLUE INK—PLEASE PRINT CLEARLY

LAST NAME (Only)
 Mr. Mrs.
 Miss Ms.

1 FIRST NAME (Only) MIDDLE NAME (Only)

ADDRESS where you live: (Number, Street, Ave., Road, Drive, Including N, S, E, W, NO PO BOX)

APT #-SP #

2 CITY STATE ZIP CODE COUNTY

IF NO STREET ADDRESS, describe where you live: (Cross Streets, Route, Section, Range, N, S, E, W)

3 MAILING ADDRESS: (If different from the address where you live, or PO BOX)

4 CITY STATE ZIP CODE FOREIGN COUNTRY

5 DATE OF BIRTH Month Day Year **6** PLACE OF BIRTH - (State or Country Only) **7** DRIVER'S LICENSE OR ID CARD #

8 TELEPHONE **9** POLITICAL PARTY - Fill in One Oval
 American Independent Party Democratic Party Green Party
 Libertarian Party Natural Law Party Reform Party
 Republican Party Decline to State
 Other _____ (Specify)
HAVE YOU EVER BEEN REGISTERED TO VOTE?
 No Yes
 If Yes, give information from last voter registration form.

LAST NAME FIRST NAME MI

10 STREET ADDRESS CITY

STATE ZIP CODE COUNTY POLITICAL PARTY

Fill in oval to receive election materials in the language you prefer in addition to English.

如果除選舉資料的英文版外您還希望得到您想要的語言版本，請塗黑以下橢圓圈。

Llene el óvalo para recibir materiales en el idioma que prefiere, además de materiales en inglés.

英語以外の言語による選挙書類を希望する場合には以下の円を塗ってください。

11 영어 이외에 귀하가 원하는 언어로 된 선거 재료를 받으려면 타원을 채우십시오.

Punuan ang hugis-itlog o obalo upang tumanggap ng mga materyal sa eleksiyon sa wikang gusto mo bilang karagdagan sa Ingles.

Đánh dấu vào ô bầu dục để nhận các tài liệu bầu cử bằng ngôn ngữ quý vị muốn chọn ngoài Anh ngữ.

中文 Español 日本語
 한국어 Tagalog Tiếng Việt

If someone helps fill out or keeps this form, see special instructions below.

13 (a) (b)
 (c) (d) (e)
 (f) (g)

WARNING: It is a felony if you sign this statement even though you know it is untrue; you can be fined and imprisoned for up to four years.

VOTER DECLARATION - Read, Sign and Date Below.

- I am a U.S. Citizen.
- I will be at least 18 years old on or before the next election.
- I am not in prison or on parole for a felony conviction.
- The residence address shown on this affidavit is my true and correct residence address.

12 I have read and understand the contents of this form. I certify under penalty of perjury under the laws of the State of California that all the information on this form is true and correct.

SIGNATURE - SIGN AND DATE IN BOX BELOW.

Signature Today's Date

91 AA 442574

14 OPTIONAL SURVEY: Can you help in the following area(s)?

- Polling Place Worker
- Polling Place Site
- Bilingual Polling Place Worker -

Language

Background for Instructors

Lesson Four: Voter Registration and Voting

VOTING

Who gets to vote in our democracy? Every citizen who is at least 18 years old, has not been declared mentally incompetent and (in some states) has not been convicted of a felony has the right to vote.

Not only do citizens of a democracy have a right to vote, they are expected to vote. They are also expected to think about their vote before casting the vote so that they are INFORMED voters. By voting as informed voters, they help make sure that good people are chosen to be representatives. If they are voting in a referendum, they help make sure that good laws are made. Without good laws and good representatives, our democracy could get into trouble. Bad laws could lead to bad situations. For example, if a law is made that allows all convicted criminals to go free, this might lead to more crime.

ALERT! Danger to Democracy: Non-Participation

Sadly, not all people who can vote do. Some countries require all citizens to vote. Ours does not. In our country, each citizen has the freedom not to vote. In our country, **about half** of the people who could vote do not. As a result, their wishes are often ignored. By not voting, they do not make themselves heard. Their representatives may not know about their wishes or needs.

Even less young people regularly vote. For example, **less than one-third of young people** vote regularly in national elections. As a result, representatives may pay less attention to what young people wish for or need.

How do I make sure I can vote?

Before you can vote, you have to register to vote. That means telling the government who you are and where you live. This is to make sure that each citizen only votes once.

How do I register?

Registration must usually be done a few weeks before an election. In (your state), voters must register at least ____ days before an election. This is important to remember. If you have never registered where you live, you will not be allowed to vote on election day. Once you register, you will usually be able to vote until you move to another place. If you move to a new place and want to vote there, you must register to vote again there.

Some states drop voters from the rolls if they do not participate in elections. Check with your Secretary of State for more information on voter registration procedures in your state.

ALERT! Danger to Democracy: Voter Fraud (Cheating)

Without registration, bad people could lie and say they live in more than one place. This would allow them to vote more than once. To vote more than once is against the law. It also goes against the idea of democracy and equality, which is: one person = one vote.

How does voting work?

To vote:

1. Show up at the proper place. As a registered voter, you will usually receive instructions from the government telling you where you can vote. That place is called a “polling place” or a “poll.” Polls can be in schools or other community buildings, or even in the homes or garages of regular citizens.
2. Go to the first table where poll workers (people who volunteer to work at the polls) check whether your name is on their list (if you’ve registered, it will be). Once they find your name, you sign next to it. This tells everyone you’ve voted, though no one will know HOW you vote.
3. The poll workers give you a “ballot,” which is a card or paper listing your choices.
4. You take the ballot to the voting booth and mark your choices. Some voting booths have machines that put holes in the ballot to mark your choices. Other ballots can be filled out by hand. In a few places, ballots are on computers and a computer records your choices. Voting is done in a booth to protect your privacy. How you vote is a secret that only you have the right to tell another. Check your answers carefully to make sure you marked the choices you prefer.
5. If you make a mistake, you can go back to the poll workers and request a new ballot. Tell them your ballot is “spoiled.” It’s no big deal to get a new ballot, so don’t worry about exchanging a spoiled ballot for a new one.
6. When you’ve finished marking your ballot, take it to the poll workers and hand it to them. They will put it into an official ballot box with other ballots and give you a receipt proving that you voted. You can keep this receipt until the election is over to prove that you’ve voted.

That’s it!

UPCOMING ELECTION

Student-instructors should familiarize themselves with issues and candidates in the upcoming election as well as the voting equipment so that when they show ballots and voting machines to students, they will be prepared to answer questions.

In answering questions, student-instructors should take care to maintain a non-partisan stance and not take sides in the election. It's important for instructors not to take sides or try to influence SIMvoters so that students can trust them as impartial guides to the voting process. If students press instructors to take sides, instructors should tell them that as teachers their job is to be neutral – to explain the process and allow students to find out for themselves what they can from others. If an instructor takes one side, he or she may lose the attention, trust and respect of those on the other side, or their parents.

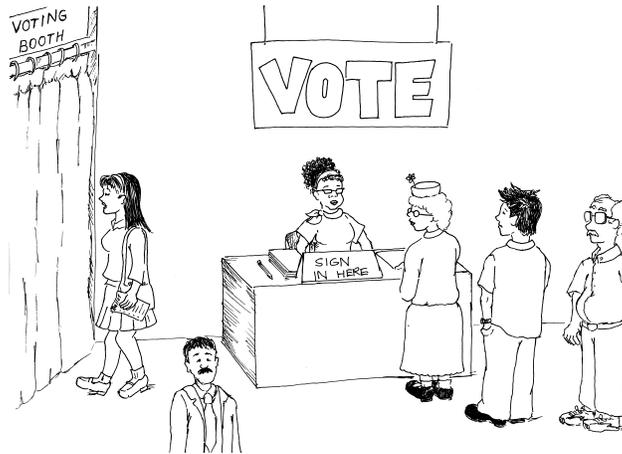
Democracy in Action should never be seen as a program promoting one or another particular partisan stance. If it comes to be seen as such, parents and students who disagree with the partisan stance will most likely object to having these lessons in schools, since schools are not the proper place to try to win partisan support.

LESSON FOUR: KEY POINTS

- In our country, everyone can vote who is a citizen, is at least 18 years old, is not insane and (in some states) has not been convicted of a felony.
- Citizens are expected to vote as **informed voters**.
- Not all people who can vote do. This is a problem especially among **young people**.
- Before you can vote, you must **register** to vote.
- **Voter registration** must usually be done a few weeks before an election.
- You may only vote once. Voting more than once is cheating.
- A **polling place** or **poll** is the name for the place where citizens vote.
- A **ballot** is a card or paper listing your choices. You, as a voter, mark the ballot with your vote.
- **Poll workers** are people in charge of the voting process at the polling place.
- If you make a mistake marking your ballot, you can always ask for a new one.

Worksheet Guide for Instructors

Lesson Four: Voter Registration and Voting



VOTING

TIMECODE: 00:00:00

Who gets to vote in our democracy? Every citizen who:

- is at least 18 years old
- is not insane, and
- (in some states) has not been convicted of a serious crime

has the right to vote.

Not only do citizens of a democracy have a right to vote, they are expected to vote.

They are also expected to think about their vote before casting the vote so that they are INFORMED voters.

By voting as informed voters, they help make sure that good people are chosen to be representatives. If they are voting in a referendum, they help make sure that good laws are made.

Without good laws and good representatives, our democracy could get into trouble. Bad laws could lead to bad situations. For example, if a law is made that allows all convicted criminals to go free, this might lead to more crime.

TIMECODE: 00:05:00

ACTIVITY: Voting Without Information

1. *Distribute the first Informed/Uninformed Voter game sheet that contains only single word descriptions of various proposals.*
2. *Ask students to vote on these proposals without any additional information. If they request more information, commend them for asking for more information, but explain that the point of the activity is to show what happens when voters have not informed themselves.*

3. *After students have voted by circling their choices, pass out the second sheet and explain that the second sheet contains more information on the proposals they voted for. They could have gotten this information as informed voters before the election.*
4. *Discuss results with students. Find out who voted for things they didn't really want, but chose not knowing what they were choosing.*
5. *Emphasize that the name of a proposal or a candidate does not always tell us what we're voting for. To avoid mistakes, voters must find out what they are voting for ahead of time – before the actual elections. They should read about their choices, discuss with friends, neighbors or relatives, even contact candidates themselves.*

TIMECODE: 00:15:00

ALERT! Danger to Democracy: Non-Participation

Sadly, not all people who can vote do.

In our country, **about half** of the people who could vote do not. As a result, their wishes are often ignored. By not voting, they do not make themselves heard. Their representatives may not know about their wishes or needs.

Even less young people regularly vote. For example, **less than one-third of young people** vote regularly in national elections. As a result, representatives may pay less attention to what young people wish for or need.

How do I make sure I can vote?

Before you can vote, you have to register to vote. That means telling the government who you are and where you live. This is to make sure that each citizen only votes once.

TIMECODE: 00:20:00

How do I register?

Registration must usually be done a few weeks before an election. In __(your state)___, voters must register at least _____ days before an election. This is important to remember.

If you have never registered where you live, you will not be allowed to vote on election day.

Once you register, you will usually be able to vote until you move to another place.

If you move to a new place and want to vote there, you must register to vote again there.

Note: some states drop voters from the rolls if they do not participate in elections. Check with your Secretary of State for more information on voter registration procedures.

ALERT! Danger to Democracy: Voter Fraud (Cheating)

Without registration, bad people could lie and say they live in more than one place. This would allow them to vote more than once. To vote more than once is against the law. It also goes against the idea of democracy and equality, which is: one person = one vote.

TIMECODE: 00:25:00

ACTIVITY: Voter Registration

Distribute copies of SIMvoter registration cards. Explain to students why these need to be filled out and help them fill them out. Remind them that these are only practice cards and that they will not be able to vote in real elections until they're 18, but that next week they'll get a chance to practice voting in an election simulation at their school. Collect the cards and take them with you for disposal outside of school grounds.

TIMECODE: 00:30:00

How does voting work?

Student-instructors might role-play the following instructions.

To vote:

1. Show up at the proper place. As a registered voter, you will usually receive instructions from the government telling you where you can vote. That place is called a "polling place" or a "poll." Polls can be in schools or other community buildings, or even in the homes or garages of regular citizens.
2. Go to the first table where poll workers (people who volunteer to work at the polls) check whether your name is on their list (if you've registered, it will be). Once they find your name, you sign next to it. This tells everyone you've voted, though no one will know HOW you vote.
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5. If you make a mistake, you can go back to the poll workers and request a new ballot. Tell them your ballot is "spoiled." It's no big deal to get a new ballot, so don't worry about exchanging a spoiled ballot for a new one.
6. When you've finished marking your ballot, take it to the poll workers and hand it to them. They will put it into an official ballot box with other ballots and give you a receipt proving that you voted. You can keep this receipt until the election is over to prove that you've voted.

That's it!

TIMECODE: 00:35:00

ACTIVITY: Practice Voting

In an orderly way, allow students to inspect and touch the voting machine(s) you have brought with you to class. Place a SIMballot in the machine(s) and allow students to try punching the ballot. If you plan to use optical scan ballots, allow students to inspect them and teach them how to fill one out. Explain what the SIMpolling places will look like, where they will be and when they will be open for SIMvoting (we suggest recess and lunch break periods and we recommend leaving it up to students to decide whether to vote or not, just as in real elections).

UPCOMING ELECTION

TIMECODE: 00:40:00

- *Ask students to say what they were able to learn about the candidates or issues over the past week. Ask them whether they've seen campaign ads. Ask them where they got their information. Be sure to maintain a non-partisan stance and not take sides in the election. It's important for you, as an instructor, not to take sides or try to influence SIMvoters.*
- *Remind students that next week they'll be SIMvoting in the election simulation.*

HOMEWORK: Informed Voters

- *Encourage students to find out as much as they can about the proposals or candidates they'll be voting on so that they are informed SIMvoters.*
- *Tell them they can bring notes into the voting booth with them if they think they won't remember whom or what to vote for.*

Using the list of candidates or issues given to you, find out what you can about the candidates or issues you'll be voting on next week.

Talk to your parents, friends, neighbors. Watch TV, read the newspapers or magazines, check the internet for as much information as you can find. Next week, be an informed SIMvoter!

Remember – you are allowed to write down what you want to vote for on a piece of paper and bring it with you into the voting booth.

LESSON FOUR: KEY POINTS

- In our country, everyone can vote who is a citizen, is at least 18 years old, is not insane and (in some states) has not been convicted of a felony.
- Citizens are expected to vote as **informed voters**.
- Not all people who can vote do. This is a problem especially among **young people**.
- Before you can vote, you must **register** to vote.
- **Voter registration** must usually be done a few weeks before an election.
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- A **polling place** or **poll** is the name for the place where citizens vote.
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Worksheets for Students

Lesson Four: Voter Registration and Voting



VOTING

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ALERT! Danger to Democracy: Voter Fraud (Cheating)

Without registration, bad people could lie and say they live in more than one place. This would allow them to vote more than once. To vote more than once is against the law. It also goes against the idea of democracy and equality, which is: one person = one vote.

Voter Registration

Your instructors will give you practice voter registration cards. These registration cards are only practice cards.

Citizens can register to vote in real elections if they'll be 18 at the time of the election.

How does voting work?

To vote:

1. Show up at the proper place. As a registered voter, you will usually receive instructions from the government telling you where you can vote. That place is called a "polling place" or a "poll." Polls can be in schools or other community buildings, or even in the homes or garages of regular citizens.
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That’s it!

UPCOMING ELECTION

HOMEWORK: Informed Voters

Using the list of candidates or issues given to you, find out what you can about the candidates or issues you’ll be voting on next week.

Talk to your parents, friends, neighbors. Watch TV, read the newspapers or magazines, check the internet for as much information as you can find. Next week, be an informed SIMvoter!

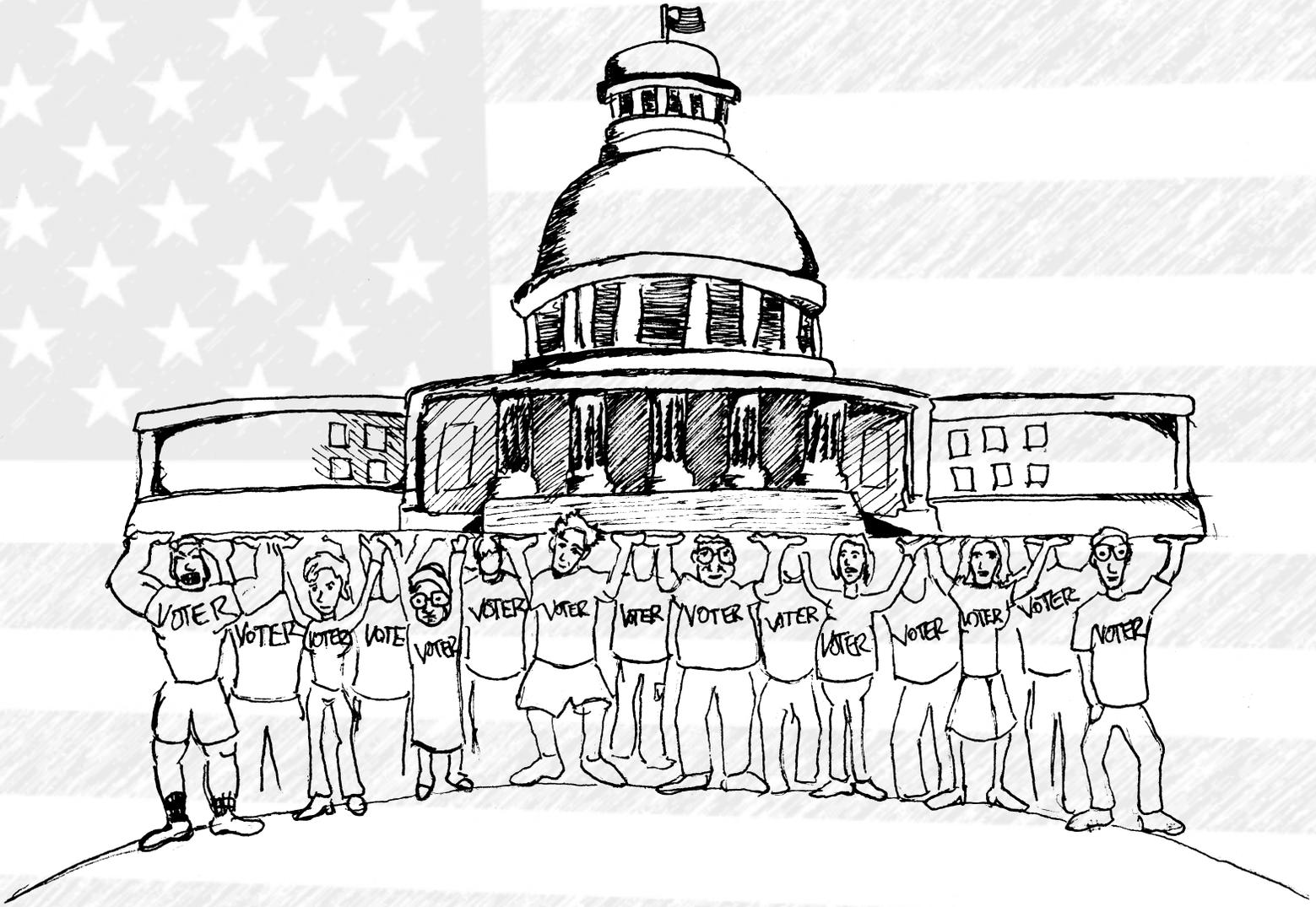
Remember – you are allowed to write down what you want to vote for on a piece of paper and bring it with you into the voting booth.

LESSON FOUR: KEY POINTS

- In our country, everyone can vote who is a citizen, is at least 18 years old, is not insane and (in some states) has not been convicted of a felony.
- Citizens are expected to vote as **informed voters**.
- Not all people who can vote do. This is a problem especially among **young people**.
- Before you can vote, you must **register** to vote.
- **Voter registration** must usually be done a few weeks before an election.
- You may only vote once. Voting more than once is cheating.
- A **polling place** or **poll** is the name for the place where citizens vote.
- A **ballot** is a card or paper listing your choices. You, as a voter, mark the ballot with your vote.
- **Poll workers** are people in charge of the voting process at the polling place.
- If you make a mistake marking your ballot, you can always ask for a new one.

Lesson Five

The Election Simulation



Background for Instructors

Lesson Five: The Election Simulation

Required Material:

- Several voting machines (borrowed from county registrar)
- Voting booths (borrowed from county registrar)
- Sufficient SIMballots for all participating students (must be printed in appropriate size and stock)
- A list of participating students to be used for SIMvoter sign-in
- A ballot box (any box that can be marked “ballot box”, closed and a slot made for depositing ballots)
- Masking tape for floor markings indicating SIMvoter waiting areas and lines for sign-in
- “I Voted” stickers (can usually be obtained from local registrar)
- At least 2-3 volunteers to staff SIMpolls as SIMpoll workers (sign-in, ballot box supervision and assistance with operating voting machines, if needed)
- Tally sheets for SIMpoll workers, who will tabulate results of voting

Background for Instructors

Lesson Five: The Election Simulation

The *Democracy in Action* election simulation requires setting up a simulated polling place in your school to accommodate simulation participants (we call them SIMvoters and the process itself SIMvoting or SIMelection; if you prefer, election simulation is also appropriate; we recommend avoiding the term “mock election” due to the negative connotations of the word “mock”). That means obtaining from your local county registrar (or other official) voting machines and booths that students can use, and printing SIMballots that will fit the machines. We recommend having a few extra machines available in case some are not functioning properly.

The election simulation is best timed to coincide with real elections. SIMballots should look the same as those used by adults (to ensure realism), except for some distinguishing mark indicating that they are not real, but simulated ballots (printing them on a different color of paper is the easiest way to distinguish them). SIMballots should be available for Lesson Four, so students will already be familiar with the look of the SIMballot.

The SIMpolling place should approximate the set-up of a real polling place as closely as possible. Students should form a line at a sign-in table where poll volunteers check for their names on registration sheets. Masking tape on the floor can be used to indicate where students should line up and wait for their turn to vote.

Students should sign by their name on the registration sheet, be handed a ballot and proceed to an available voting booth. Remember that students, like real voters, are allowed to bring notes with them into the voting booth, if they want.

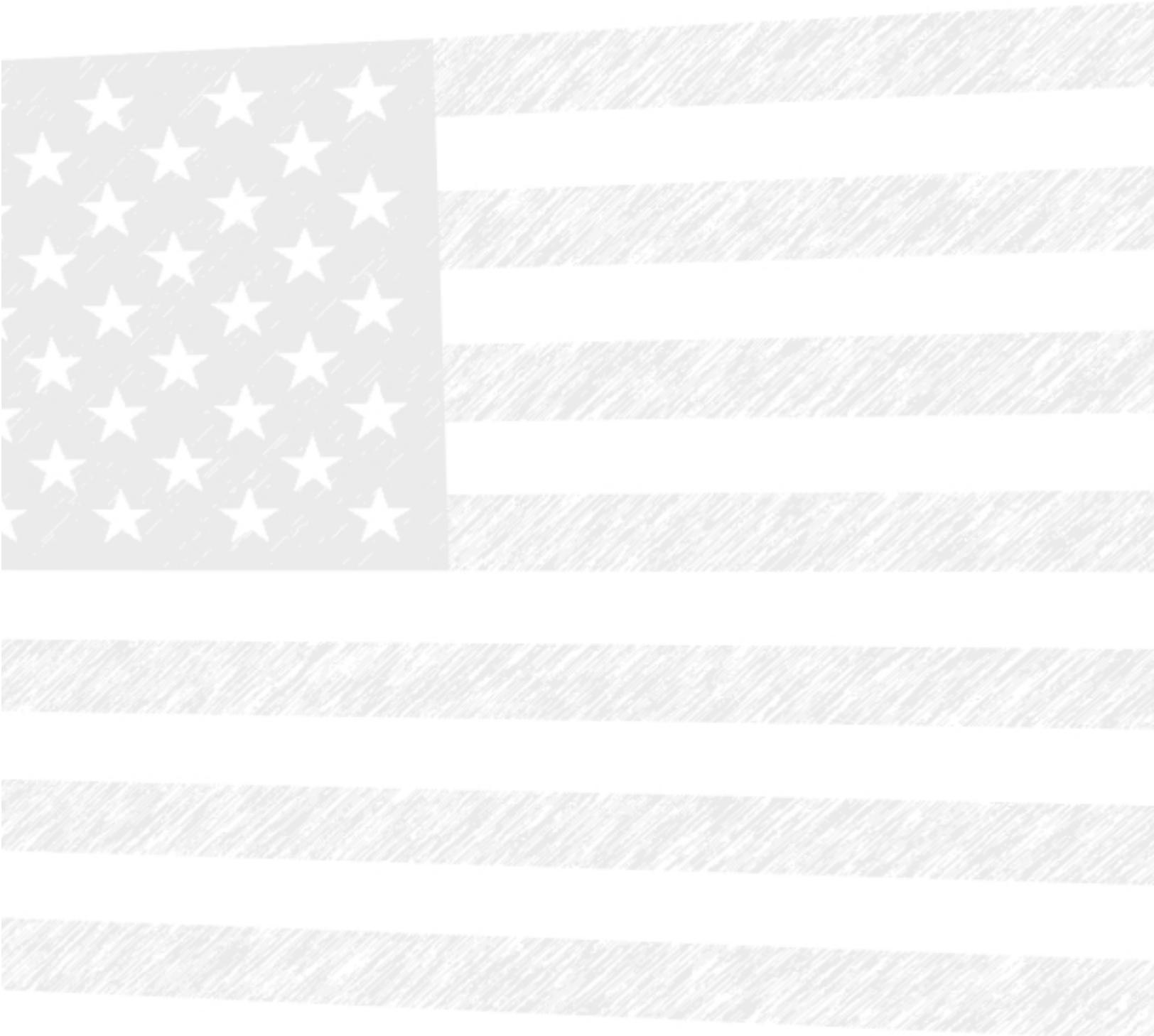
A supervisor should be in the vicinity of the booths to help students who have trouble using the machines. However the supervisor must take care not to influence the voting of the students.

Once a ballot has been completed, it should be deposited into a sealed box. Results should later be tallied on a tally sheet provided to SIMpoll workers. Results can then be announced to students.

Vocabulary From All Lessons

- Ballot** – a card or paper listing choices that voters mark with their vote
- Bill of Rights** – the part of the US Constitution that lists some of our rights
- Campaign** – see **Election Campaign**
- Campaign Lies** – things that dishonest candidates sometimes say that are not true
- Candidate** – a person who could be chosen as a representative
- Citizen** – a person who lives in, serves and is protected by his or her country
- Constitution** – an instruction manual for our government
- Decree** – a command that is not a law and may not apply to everyone
- Democracy** (from the Greek words *demos* and *cratos*) – a country ruled by its own citizens
- Dictatorship** – a country where one person (a dictator) holds all government power, is “above the law” (can disobey the laws) and can rule by decree
- Election/Electing** – choosing by voting
- Election Campaign** – the time before an election when voters discuss what or whom to vote for
- Empire** – a large country with many different people ruled by one person called an emperor
- Equality** – a kind of sameness (e.g., we all are equally human, so we say human beings are equal)
- Government** – the power that tells people what to do and can make them do it
- Informed Voter** – a voter who checks to see whether what candidates are saying is true and can explain why he or she votes the way he or she does
- Initiative** – see **Referendum**
- Justice** – a kind of relationship between people in which each gets what he or she deserves
- Kingdom** – a country ruled by one person called a king
- Law** – a general rule made by the government that applies to everyone
- Majority** – the greater part of a group of persons
- Majority Rule** – the idea that the greater part of a group should decide what the group will do
- Minority** – the lesser part of a group of persons
- Political Decisions** – decisions that can affect all members of a society (as distinct from private decisions)
- Political Party** – a group of people who agree on political goals and want to help candidates win elections
- Politics** – how decisions that affect us all are made
- Poll/Polling Place** – the place where citizens vote
- Poll Workers** – people in charge of the voting process at a polling place
- Referendum** – a suggestion for a law that can become a law if a majority of voters votes for it
- Registration** – see Voter Registration
- Representation** – having someone decide a question for you
- Representative** – a person who makes decisions for another or others
- Representative Government** – electing representatives to make decisions for citizens
- Republic** (from the Latin words *res* and *publica*) – a country ruled by its own citizens
- Right** – a power that no one may rightfully take away
- Rule of Law** – a situation in which everyone – including leaders of government – must obey laws
- Running for Office** – trying to get elected as representative
- Unfair/Unjust Majority** – a majority that wishes to violate someone’s rights
- Vote/Voting** – telling others what you think or how you would decide a question
- Voter** – anyone who has the right to vote [in the US, a voter is any citizen who is at least 18 years old, has not been declared mentally incompetent by a court, and (in some states) has not been convicted of a felony (a serious crime)]
- Voter Registration** – telling the government where you, as a voter, live and that you want to vote; must usually be done a few weeks before an election

Evaluations



EVALUATIONS

Following implementation of *Democracy in Action*, we recommend distributing evaluation forms to all participants, including parents, teachers, elementary students, student instructors and principals. Evaluation responses should be tallied and results can be summarized in a report. If responses to evaluations are positive, they can help lay the groundwork for further implementation.

Arsalyn is very interested in hearing feedback about *Democracy in Action*, including reports on evaluations. Please contact us and let us know the results of your evaluations at PO Box 1796, Glendora, CA 91740, tel (626) 914.5404, fax (626) 852.0776, email vote@arsalyn.org.

The pages that follow contain sample evaluation forms and a sample letter to parents asking for their participation in the evaluation process.

Democracy in Action Parent Evaluation Form

Circle your answer

1. What is your overall impression of the project *Democracy in Action*?

favorable 1 2 3 4 5 unfavorable

2. Have you spoken with your child about *Democracy in Action*? yes no

3. Has your child's participation in the program made you more likely to discuss politics or political participation with your child?

more likely no difference less likely

4. After participating in *Democracy in Action*, does your child show increased interest in the political process?

No Yes Unsure

5. Do you think your child's participation in *Democracy in Action* will make him or her more likely to vote?

Yes No Unsure

6. Do you think your child's participation in *Democracy in Action* will make you more likely to participate in the democratic process yourself?

less likely more likely no difference

7. *Democracy in Action* brought a group of high school seniors trained by their teachers into 5th grade classrooms to talk to 5th-graders about democracy and political participation. It was hoped that students might identify closely with these high school students, be inspired by their enthusiasm and especially open to the message in favor of civic and political engagement. What do you think of this approach?

Great idea to send high school students	Bad idea to send students instead of teachers, but good project	Bad idea in general
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Other:

8. Do you have any suggestions for improving the program or any other comments?

Democracy in Action Evaluation Form for Teachers of 5th Grade

Circle your answer

1. Having observed *Democracy in Action*, do you think it was time well-spent?

time well-spent 1 2 3 4 5 time poorly-spent

2. What do you think of the idea of bringing trained high school students together with 5th-graders for lessons about democracy and the democratic process?

great idea 1 2 3 4 5 bad idea

Explanation:

3. What was your impression of the high school students who came to your class?

favorable 1 2 3 4 5 unfavorable

Explanation:

4. Please evaluate the overall response of your 5th-grade students to the lessons:

favorable 1 2 3 4 5 unfavorable

5. Please evaluate the overall response of your 5th-grade students to the mock voting exercise:

favorable 1 2 3 4 5 unfavorable

6. What is your impression of the curriculum used?

favorable 1 2 3 4 5 unfavorable

Explanation:

7. The level of the material presented to your 5th grade students was:

too advanced about right too simple

Explanation:

8. Please tell us whether there is any aspect of *Democracy in Action* you would change:

Democracy in Action Evaluation Form for Elementary Students

Tell us what you think!

Circle your answer

1. What did you think of the high school seniors who came to talk to you about democracy and voting?

They were good

They were not very good

Don't know

2. What did you think of the lessons about democracy and voting?

Interesting

So-so

Boring

3. How hard were the lessons?

Too easy

Too hard

About right

4. How did you like the chance to vote in a voting booth?

Liked it

Didn't like it

Don't know

5. Did you learn something new during the lessons?

Yes

Not really

6. If yes, can you tell us what you learned?

7. Before these lessons, how much did you know about democracy and voting?

Almost Everything

A lot

A little

Almost Nothing

8. After these lessons, how much do you know about democracy and voting?

Almost Everything

A lot

A little

Almost Nothing

9. Before these lessons, did you think you would vote when you turn 18?

Yes

No

Hadn't thought about it

10. After these lessons, do you think you will vote when you turn 18?

Yes No

Don't know

11. If you could, would you change anything about the lessons?

No

Don't know

Yes

12. If yes, what would you change?

Democracy in Action Evaluation Form for Student-Instructors

1. What did you like best about *Democracy in Action*?

2. What did you like least about *Democracy in Action*?

3. Overall, how do you think the 5th-graders liked the lessons? *Circle your answer.*
A lot Quite So-so Not much Not at all
4. What do you think of the idea of sending high school students to talk to 5th-graders about voting?
Good idea Bad idea Not sure
5. For 5th-graders the material was:
Too easy Just about right Too difficult
6. Has participating in *Democracy in Action* made you more or less likely to participate in the democratic process?
Less likely No difference More likely
7. Has participating in *Democracy in Action* made you more or less likely to vote?
More likely Less likely No difference
8. Has participating in *Democracy in Action* stimulated your interest in teaching as a profession?
Not really Yes
9. If you could change anything about *Democracy in Action*, what would it be?

Democracy in Action Evaluation Form for Principals of Participating Schools

Circle your answer

1. What is your overall impression of the project *Democracy in Action*?

Favorable 1 2 3 4 5 Unfavorable

Explanation:

2. Have you spoken to the young participants about the project?

Yes No

3. If so, please evaluate their overall response to the project:

Favorable 1 2 3 4 5 unfavorable

Explanation:

4. What do you think of the idea of bringing trained high school students and 5th-graders together for discussions about democracy and voting?

Good idea Bad idea Not sure Other:

Explanation:

5. What was your impression of the lessons?

Favorable 1 2 3 4 5 unfavorable

Explanation:

6. Was the election simulation worthwhile?

Very worthwhile 1 2 3 4 5 Not worthwhile N/A

Democracy in Action
Evaluation Form for Principals of Participating Schools

Continued

7. Do you think participation in *Democracy in Action* was time well-spent?

Time well-spent 1 2 3 4 5 Time poorly-spent

Explanation:

8. What is your impression of the curriculum used?

Favorable 1 2 3 4 5 unfavorable

Explanation:

9. What was your impression of the high school seniors who came to your school?

Favorable 1 2 3 4 5 unfavorable N/A

Explanation:

10. . Do you have any suggestions for improving the project?

Sample Letter to Parents with Evaluation

Dear Parents:

Your child recently participated in a civic education project called *Democracy in Action*. *Democracy in Action* is designed to help young people learn about and participate in the democratic process and conforms to California State social studies educational standards.

As part of *Democracy in Action*, your child participated in lessons about democratic government and the voting process taught by a select group of _____ High School students, trained by their government teachers _____. Your child's regular teacher was present while the lessons were taking place. *Democracy in Action* culminated in an election simulation for 5th-7th grade students on March 6th.

We would very much appreciate hearing your opinions about *Democracy in Action*. We are enclosing an evaluation form and self-addressed stamped envelope. We hope that you will take a few minutes to give us your thoughts on this project. Thank you in advance for your time.

Resources for Teachers and Students

www.vote-smart.org

The Project Vote Smart website contains information on candidates and issues in your state. Do your students need to know who their representatives are, or who's running for office in their district? All this and more can be found at the Project Vote Smart site.

www.dnet.org

DemocracyNet (or Dnet) contains information on candidates, different sides of various issues and upcoming political events in your area.

www.founding.com

Founding.com is an interactive site that explains the US Declaration of Independence. It contains copies of various drafts of the Declaration, including Thomas Jefferson's rough draft, with notes explaining the meaning of key concepts and the thinking behind each.

www.crf-usa.org

The Constitutional Rights Foundation website contains information about the Constitution and the Bill of Rights and how they apply to modern America.

www.publicagenda.org

Public Agenda online contains information about public issues and provides tools to critically assess public polling data.

www.arsalyn.org

Arsalyn's own website contains information about implementing *Democracy in Action* as well as other Arsalyn projects. It also contains arsalINFO – an online database of groups promoting youth civic and political engagement.



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