

Produced
by



LEAGUE OF
WOMEN VOTERS®
OF OREGON

OREGON STUDENT MOCK ELECTION

Teacher's Guide
2018



Dear educators and Mock Election participants,

Thank you for helping to strengthen our democracy through education. We sincerely hope you and your students will have a great Mock Election experience! And we hope this guide will help. We warmly welcome any comments for what works well (or doesn't), suggestions or feedback, including lessons you would like to propose.

This guide includes guidance for running Mock Elections, panel discussions and debates.

This curriculum unit includes activities, discussion topics and prepared handouts.

Power point presentations have been updated, with suggested teachers' comments now included, and are easy to use by toggling your F5 keys, so students see your full screen and you can easily navigate slides and comments.

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INTRODUCTION

Welcome to the *Oregon Teachers' Guide to the Mock Election*! The award-winning Oregon Student Mock Election (OSME) is an exciting experience-based educational program that involves students in the electoral process and demonstrates the importance of voting. This guide can help you plan a successful middle or high school Mock Election program. Standards in this curriculum are at high school level.

EDUCATE: Unit Ideas for Teachers

This section provides ideas to teach students about Oregon's electoral process and prepare them to participate in the Mock Election. Teachers may select which units and materials to use.

Ensure that any instruction concerning candidate races and issues is unbiased, nonpartisan, and presents all sides of an issue. All League of Women Voters information is careful to be unbiased and nonpartisan.

ACTIVATE: Extended Activity Suggestions for Students and Teachers

Experience shows, the best Mock Election programs include supplemental student-organized activities. This section suggests extended activities to use in classrooms or by student government, leadership and government classes, speech and debate clubs, and other student groups. In this section, you will also find a debate and class panel discussion guide. You will also find a variety of ideas designed to help your students see *all* sides of pertinent issues through town meetings, legislative hearings, and continuum activities.

VOTE: Instructions for Conducting the Mock Election

This "how-to" section outlines the process for voting by paper ballot.

Our thanks to the National Student/Parent Mock Election for allowing us to borrow ideas from their *Guide to the Electoral Process* and *Election Activities* publications: <http://www.nationalmockelection.org/>.

Other sources we would like to recognize:

- the Oregon Blue Book, <http://bluebook.state.or.us/>
- the Classroom Law Project: <http://www.classroomlaw.org/programs/we-the-people/>
- the Oregon Elections Division: <http://sos.oregon.gov/elections/Pages/default.aspx>
- the Federal Elections Commission: <http://www.fec.gov/>
- Rock the Vote: <http://www.rockthevote.com/>

To improve the *Oregon Teachers' Guide* and future Mock Election programs, we strongly encourage teachers to complete our evaluation form which will be emailed in November.

In addition to preparing tomorrow's voters, the Mock Election offers several opportunities to help today's students meet state Civics and Government standards. You'll find a copy of the Oregon Social Studies Standards in the following pages. Benchmarks for each activity are identified in the Mock Election units.

OREGON SOCIAL SCIENCES STANDARDS 2018

Oregon Department of Education:

<http://www.ode.state.or.us/home/>

Core and grade level standards listed at the beginning of a unit may not be addressed within every lesson or activity of a unit. Standards are noted in **brown throughout.**

FOR MORE INFORMATION:

Please contact Andrea Morgan, Education Specialist, Social Sciences Curriculum, andrea.morgan@state.or.us; 503.947.5772. For Oregon Social Science Analysis scoring guides, see <http://www.ode.state.or.us/search/page/?=32>. Scroll down to find Social Science Analysis guides. <http://www.ode.state.or.us/search/page/?id=3350> Find tested ELA standards here.

The Common Core State Standards (CCSS) for Literacy in History/Social Studies:

Grades 6-8 [Word PDF](#)

Grades 9/10 [Word PDF](#)

Grades 11/12 [Word PDF](#)

OREGON SOCIAL SCIENCES ACADEMIC CONTENT STANDARDS

Civics and Government

CORE STANDARDS

10. *Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national, and global communities.*
11. *Engage in informed and respectful deliberation of local, state, tribal, national, and global issues.*
12. *Analyze the structure and functions of political parties, interest groups, and the mass media and their effect on the political beliefs and behaviors of citizens.*
13. *Evaluate the contributions of early governments to the development of modern United States government.*
14. *Evaluate the various functions and processes of governments and their impact on societies and citizens, comparing and contrasting various government designs to evaluate how they serve their citizens.*
15. *Identify defining documents and speeches of United States government and the specific purpose and significance of each.*
16. *Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.*

GRADE LEVEL STANDARDS

Kindergarten

- K.12. *Explain why rules are needed and how rules reduce conflict and promote fairness.*
- K.13. *Use and identify respectful dialog, taking turns, and explain how rules are different in different settings.*
- K.14. *Distinguish between democratic methods and decisions made by authority.*

Grade 1

- 1.13. Describe the responsibilities of leaders.
- 1.14. Describe the responsibilities of team members.
- 1.15. Demonstrate the ability to be both a leader and team member.
- 1.16. Identify the United States and Oregon flags and other symbols.
- 1.17. Identify and describe significant holidays.

Grade 2

- 2.11. Participate in rule setting and monitoring activities considering multiple points of view.
- 2.12. Identify services provided by local government.
- 2.13. Evaluate how individuals, groups, and communities manage conflict and promote justice.
- 2.14. Give examples of and identify appropriate and inappropriate use of power and the consequences.
- 2.15. Identify local leaders and their functions.
- 2.16. Identify ways students can have an impact in their local community.

Grade 3

- 3.14. Describe how different levels of government provide services and protect citizens.
- 3.15. Describe the responsibilities of citizens in their community and state.

Grade 4

- 4.14. Explain the organization and functions of Oregon government.
- 4.15. Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
- 4.16. Explain the process of Oregon statehood.

Grade 5

- 5.12. Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.
- 5.13. Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).
- 5.14. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.15. Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.16. Describe how national government affects local and state government.

Grade 6

- 6.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Western Hemisphere.
- 6.18. Describe current forms of government in countries in the Western Hemisphere.

Grade 7

- 7.16. Describe the role of citizens in various governments in the Eastern Hemisphere.
- 7.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Eastern Hemisphere.
- 7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.
- 7.19. Analyze the significance of the Magna Carta, Hammurabi's Code and other documents on the development of modern governments.

Grade 8

- 8.14. Explain rights and responsibilities of citizens.
- 8.15. Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution.
- 8.16. Compare and contrast how European governments and the United States government interacted with Native American peoples.
- 8.17. Examine the development activities of political parties and interest groups and their effect on events, issues, and ideas.
- 8.18. Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments.
- 8.19. Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights.
- 8.20. Analyze the changing definition of citizenship and the expansion of rights.
- 8.21. Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

High School

- HS.24. Analyze and critique the impact of constitutional amendments.
- HS.25. Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure.
- HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.
- HS.27. Examine functions and process of United States government.
- HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels.
- HS.29. Examine the structures and functions of Oregon's state, county, local and regional governments.
- HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.
- HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries.
- HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, Marbury v. Madison, Bill of Rights, Constitutional amendments, Declaration of Independence).
- HS.33. Explain the role of government in various current events.
- HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes).

- HS.35. *Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.*

OREGON SOCIAL SCIENCES ACADEMIC CONTENT STANDARDS
Social Science Analysis

CORE STANDARDS

17. *Define and clarify an issue so that its dimensions are well understood.*
18. *Acquire, organize, analyze and evaluate information from primary and secondary sources.*
19. *Describe various perspectives on an event or issue and the reasoning behind them.*
20. *Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.*
21. *Identify, compare, and evaluate outcomes, responses, or solutions; then reach an informed and supported conclusion.*

GRADE LEVEL STANDARDS

Kindergarten

- K.20. *Compare and contrast past and present events or practices.*

Grade 1

- 1.20. *Identify cause-and-effect relationships.*
- 1.21. *Identify an issue or problem that can be studied.*

Grade 2

- 2.19. *Describe the connection between two or more current or historical events.*
- 2.20. *Compare and contrast past and present situations, people, and events in neighborhoods and communities.*
- 2.21. *Evaluate information relating to an issue or problem.*

Grade 3

- 3.18. *Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.*
- 3.19. *Identify and compare different ways of looking at an event, issue, or problem.*
- 3.20. *Identify how people or other living things might be affected by an event, issue, or problem.*

Grade 4

- 4.19. *Compare eyewitness and secondhand accounts of an event.*
- 4.20. *Describe the sequence of events in given current and historical accounts.*
- 4.21. *Analyze historical accounts related to Oregon to understand cause-and-effect.*

Grade 5

- 5.19. *Analyze two accounts of the same event or topic and describe important similarities and differences.*
- 5.20. *Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.*
- 5.21. *Identify and study two or more points of view of an event, issue or problem.*
- 5.22. *Identify characteristics of an event, issue, or problem, suggesting possible causes and results.*
- 5.23. *Propose a response or solution to an issue or problem and support why it makes sense, using support from research.*

Grade 6

- 6.20. *Critique information to determine if it is sufficient to answer questions.*
- 6.21. *Clarify key aspects of an event, issue, or problem through inquiry and research.*
- 6.22. *Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.*
- 6.23. *Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).*

Grade 7

- 7.24. *Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.*
- 7.25. *Analyze evidence from multiple sources including those with conflicting information.*

Grade 8

- 8.24. *Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.*
- 8.25. *Critique data for point of view, historical context, distortion, or propaganda and relevance.*
- 8.26. *Examine a controversial event, issue, or problem from more than one perspective.*
- 8.27. *Examine the various characteristics, causes, and effects of an event, issue, or problem.*
- 8.28. *Investigate a response or solution to an issue or problem and support or oppose, using research.*

High School

- HS.57. *Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.*
- HS.58. *Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.*
- HS.59. *Demonstrate the skills and dispositions needed to be a critical consumer of information.*
- HS.60. *Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.*
- HS.61. *Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.*
- HS.62. *Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.*
- HS.63. *Engage in informed and respectful deliberation and discussion of issues, events, and ideas.*

PROGRAM TIMELINE

Before October 1

Select a coordinator, and register to participate: lwvor.org/civics-ed

During October

Coordinators notified when updated League of Women Voters information is available online, including:

- Mock Election participation instructions
- League of Women Voters *Voter Resources*:
lwvor.org/civics-ed-course-materials/
- Mock Election resource links
- The updated *Oregon Teachers' Curriculum*:
lwvor.org/civics-ed-course-materials/

Teachers:

- Prepare students for the Mock Election through classroom instruction and activities about the electoral process and the candidate races and issues on the mock ballot.

Students

- Organize Mock Election activities and research mock ballot choices.

Last Week of October

- Schools conduct their Mock Election.
- Report results to Youth Leadership Initiative by November 1

First Week of November

- Statewide results will be announced on the League of Women Voters of Oregon web site: lwvor.org, in press releases around the state and on the Youth Leadership Initiative website. Schools may hold final activities to announce results on this day or later.

Preparing to Vote

Core Standards 10, 11, 12, 17, 18, 19, 20, 21

Grade Level Standards HS.30., HS.34., HS.58., HS.59., HS.60., HS.61., HS.62.

OBJECTIVE

Students should understand that effective, responsible participation in the electoral process requires informed citizens. They should be able to analyze positions taken by competing sides of an issue and be able to scrutinize political messages in campaign radio and television ads. Students should know how to evaluate, take, and defend a position.

Candidate Races: the following races will be included on the OSME ballot

- U.S. Senator
- U.S. Representative
- Oregon Governor
- Commissioner of the Bureau of Labor and Industries
- Judge of the Supreme Court

Oregon State Ballot Measures

Students in Oregon will be presented with measures from the upcoming General Election and will be asked to vote on those issues based on which issues you choose to cover in your classroom.

Background information about the ballot measures will be provided in September at lwwor.org.

Becoming an Informed Voter

Campaigns are often reduced to radio and television advertising wars and public relations battles. Issues may be discussed in just a few words. Often only a slogan or symbol is used rather than well-developed, logically constructed arguments using accurate information.

Voters must find ways to inform themselves, and then they must make up their minds independently.

One way to do this is to seek out as many information sources on an issue as possible. Voters need to analyze both the information and its source to determine if information is biased or balanced. Some common election information sources include:

- The Internet
- Newspapers and magazine articles

- Editorials and letters to the editor
- Television & radio ads
- Friends & family
- Special interest groups
- Speeches, rallies & other public events
- Political parties or campaign committees
- Public affairs programs in which experienced journalists and political commentators analyze the candidates' positions.

A valuable question to ask when encountering information from a variety of sources is

“Who says what to whom in what way and with what effect?”

Although this question may initially sound confusing and wordy, when broken down into its individual parts the question actually serves as an excellent media literacy question for students.

- **WHO?** - students determine the information *source* (an individual, an organization, a blogger, a news anchor, etc.)
- **SAYS WHAT?** - students determine the presented information *content*.
- **TO WHOM?** - students determine the intended *audience* (general public, students, targeted groups on the political spectrum, etc.)
- **IN WHAT WAY?** - students determine how the information is *presented* (online, cable television, newspaper, tone of voice, delivery style, etc.)
- **WITH WHAT EFFECT?** - students determine the *effect* of the information on its intended audience (take action, change your beliefs, etc.)

Having students get into the habit of applying this question to each information source they find will help them become critical information consumers.

(See Activity/Assignment Ideas below for how to use this question in the classroom.)

The State Voters' Pamphlet

For every primary and general election, and for most special elections, the state Elections Division produces an information pamphlet about the candidates and measures on the next ballot. The pamphlet is distributed to every household in Oregon a few days before the voter registration deadline. Some counties also create pamphlets with information about local candidates and measures.

For each ballot measure, the Voters' Pamphlet contains the measure number, ballot title, full measure text, impartial explanatory and financial impact statements, and arguments both for and against the measure. Although the Voters' Pamphlet is published by the state, readers need to know that ballot measure statements may be purchased by anyone, for \$500. These arguments, like most ads, require careful scrutiny and use of the media literacy questions.

ACTIVITY/ASSIGNMENT IDEAS

Media Literacy Activity

1. **Introduce students to the concept of media literacy** and the importance of becoming media literate, informed voter.
 - Pose this or a similar scenario to students to get them thinking about how they assess information sources in their daily lives: Tell students that while you were waiting at the bus stop, or in line at the grocery store or walking the dog or any other scenario students find credible for your town. Say you ran into a person who, on seeing your school ID badge, remarked that he heard that school will be closing next year and those students will be forced to find another school (or the school will merge with another, perhaps rival, school or a student favored class will be canceled or a popular sport will be canceled or another scenario that will outrage students).
 - After presenting a scenario, ask students what they think about this man's comments. Students will generally immediately want to know his credentials or how he has this information when even they do not. Take this opportunity to ask students why, if they don't trust the man on the street, they trust anonymous online sources, such as Wikipedia or blogs, when researching or learning about a new topic.
 - Discuss with students some positives and negatives associated with using such sources (more voices, less credibility, contributor anonymity, biased perspective displayed as facts, easy to find).
 - Now introduce the media literacy question "Who says what to whom with what effect and why?" by writing it on the board. Go through each component of the question so students understand the process through which media awareness occurs.

Have students apply this question by visiting pre-selected web sites on any relevant issue and have them answer each part of the question. This will force them to slow down and think critically about the source just like they did with the anonymous man on the street.

Encourage students, throughout the election, to ask themselves this long but critical question each time they watch the news, visit a web site, read the newspaper, hear the radio, etc.

2. **Have students think critically about the effects of media on elections.** Project these quotes for all students to read:

"The idea that you can merchandise candidates for high office like breakfast cereal is the ultimate indignity to the democratic process." Democratic candidate Adlai Stevenson, 1956

"Television is no gimmick, and nobody will ever be elected to major office again without presenting themselves well on it." Television producer and Nixon campaign consultant Roger Ailes, 1968.

Ask students to respond to these statements separately. Some ideas for them to consider:

- Why Stevenson thought campaign advertising was the "ultimate indignity" to democracy.
- Why Ailes thought using television advertising was absolutely necessary to winning elections.
- The 1960 presidential election between John F. Kennedy and Richard Nixon featured the first

ever televised debate. For those *listening* to the radio, more than 70% agreed that Nixon had won, while a majority of those who *watched* the debate decided that Kennedy had won. Considering that Nixon was recovering from an injury while Kennedy just returned from southern California, what impact do you think television had on the viewers' perception of the candidates?

3. **Have students develop a historic perspective of the use of campaign ads**, from the 1950s through the late 1980s.

Play the August 18th, 2008 episode of NPR's *Fresh Air* with Terry Gross "Tracking TV and Politics: The Living Room Candidate" by clicking here:

<http://www.npr.org/templates/story/story.php?storyId=93694355>.

- This episode may be played in its entirety (20 minutes) with pauses either prior to or following campaign audio or in segments at the teacher's discretion.
- Have students respond to the following questions while listening:
- What if a current Presidential candidate used a technique similar to the "We Like Ike" jingle in their ad? How might the audience react? (00:30 seconds)
- How did television campaign ads begin? (1:25)
- Why was the use of 20 second ads more effective than 30 minute speeches? (1:50)
- What were the candidates' initial reactions to television advertising? Why do you think they reacted in these ways? (1:50)
- What types of techniques did television commercials use? What types of techniques have you seen candidates use today? Are they effective? (throughout segment)
- What do you think about the Johnson commercial? **Note:** this video "Peace, Little Girl" aka "Daisy Spot" can be viewed here <http://www.lbjlib.utexas.edu/johnson/media/daisyspot/> and is a powerful addition to the audio. (7:45)
- Which ads do you think are more effective: ones with positive or negative messages?

"The Living Room Candidate" web site (<http://www.livingroomcandidate.org/>) features a variety of campaign ads over the past 50 years. This could be a useful web site for students to apply their media literacy question.

4. **Can students describe today's lead newspaper stories?**

- Have them guess what percentage of young people say they either never read a newspaper or they do not read one very often (answer: 40%).
- How do young people learn what's happening in the world around them?
- Ask for a show of hands:
 - Who gets their news from the Internet?
 - Who reads newspapers?
 - Who reads newsmagazines?

- Who watches television news?
- Who gets their news from radio?

5. **Organize groups of students to review the state Voters' Pamphlet** for the upcoming General Election (available in early October from the Secretary of State's web site. Have each group look at a different section: candidates for federal office, candidates for state office, ballot measures, etc. Ask students to write a report or present their findings to the class, discussing its strengths and weaknesses as a means of informing voters.

- Do they believe it helps voters make good decisions?
- Is it worth the cost? (Typically over \$1 million for both the primary and general election pamphlets)
- What changes would they suggest to make it more useful to voters?

6. **Encourage students to volunteer** for a candidate or ballot measure campaign committee. Have them keep a reflective journal describing their work and other activities they observed.

- What were the campaign strengths and weaknesses?
- What advice would they give to other campaigns?

7. **Ask students to research and write a voters' pamphlet** for the Mock Election.

8. **Conduct an election information scavenger hunt** using the Student Handout Election Information Scavenger Hunt. This may also serve as a good opportunity for students to apply the media literacy questions and encourage them to seek out a variety of information when becoming an informed voter.

9. Have each student **read a newspaper or magazine article** that covers an election- related issue, each week.

- Spend a few minutes each week discussing the articles.
- File the articles in a classroom election news folder.

10. **Debate** ballot measures that students will be asked to vote on during the mock election. Choose any of the statewide ballot measures being voted on in the 2018 General Election and hold a Legislative Hearing, a Town Hall Meeting, or create a Human Continuum. Instructions for each of these activities can be found on starting on page 25. The purpose of conducting any of these activities is to help students see multiple and alternative perspectives surrounding the issues in the ballot measures. Note: As with many issues in an election, some controversial areas of discussions may occur. We strongly encourage teachers to remain neutral and unbiased in their classroom discussions, to allow students to draw their own conclusions. We further advise teachers to create and enforce an environment of mutual respect, so students do not run the risk of offending those with different points of view. Please choose only the ballot measures that will be the most interesting to students, and that you are the most comfortable discussing.

11. Start a classroom log of **campaign commercials**.

- Who or what issue does the ad support?
- Who or what issue does the ad oppose?
- Is the ad effective?
- How could the ad have been more effective?
- Who paid for the ad?

Discussion Questions / Essay Topics

1. How can Oregonians become informed about candidates and ballot measures?
2. What challenges are involved in becoming a well-informed voter?
3. What are some reasons citizens should be critical campaign information consumers of newspapers, television, and Internet?
4. What might be some reasons for voters today to rely so heavily on television as a source of information about candidates and issues? What might be some of the problems associated with using television as a sole source of information about candidates and issues? How might such problems be overcome?
5. Does having a bigger "war chest" give an unfair advantage to a candidate or measure? Explain in detail why or why not?
6. What role might a person's emotions play in deciding which candidate or issue to support? What are some ways a person might use to balance his or her feelings about a candidate or issue with information?
7. How does the media influence voting in Oregon?
8. Some Americans do not believe that low voter participation is a problem. They contend that if only half of eligible citizens feel voting is important, this is for the best because those are probably the people who are most informed anyway. Do you agree? Explain your answer.

Modifications

To help students organize their writing into coherent paragraphs for the Discussion/Essay Questions, use the Four-Square Graphic Organizer, found in the Appendix.

For activities that call for work in groups, use the Choose your Role handout, found in the Appendix, to assign roles to each group member.

For students who struggle with reading or organizing, have them find fewer Scavenger Hunt items. For example, rather than finding 3 news articles allow these students to find only one or two. This will still reach the assignment goal, seeking out sources of information, but in a feasible way for all students.

Collaborative Learning Exercise - Choose Your Role

Loud Mouth: You are in charge of reading the instructions out loud and helping the discussion get started. You are also responsible for making sure everyone gets a chance to share their opinion. You will do this by directly asking each person “What do you think we should do for this activity?” or “Do you think that is a good idea?”

Name _____

The Scribe: You are in charge of writing down the group’s ideas. You must listen carefully to what your group is saying and let them each read your notes to make sure you correctly understood and stated their comments. You should ask questions like “Does this sound like what you meant?” and “Did I write your ideas correctly?” Please don’t ignore any group members and only write your ideas; that would be unfair for everyone.

Name _____

Devil’s Advocate: Your job is to ask your group a lot of questions. You will need to be stubborn to do this job well but not rude. Your job is to ask questions of your other 3 group members to help you all decide on the best way to present your form of government.

Name _____

The Peacemaker: Your job is to keep the peace in your group. You will help your group members make decisions by summarizing the ideas everyone has voiced, to find the best possible answer. You will think carefully about the questions asked by the Devil’s Advocate and provide a response along with the other members. You will make sure everyone is discussing the questions in a peaceful way; any name-calling or rude attitudes must be reported to the teacher.

Name _____



Elected Offices (Handout)

NATIONAL

The Electoral College elects the U.S. President every 4 years. Voters elect members of the Electoral College.

Voters directly elect U.S. Senators every 6 years.

Voters directly elect U.S. Representatives every 2 years.

STATE

Executive

In Oregon, voters elect five statewide officials for 4-year terms to manage the executive branch of government. These officials are the Governor, Secretary of State, Treasurer, Attorney General, and Commissioner of the Bureau of Labor and Industries. Half of these offices are up for election every two years.

Legislative

Oregon's Legislative Assembly is composed of the Senate and the House of Representatives. The Senate consists of 30 members elected for 4-year terms. Half of the seats are up for election every two years. The House consists of 60 members elected for 2-year terms.

To qualify for a seat in the Legislature, one must be 21 years of age, a U.S. citizen and reside in the legislative district at least one year prior to the election,

The primary functions of the Legislature are to enact laws, finance state government, and furnish an arena for discussion of public issues. The Legislature convenes annually in February at the State Capitol in Salem for approximately 160 days in odd-numbered years and approximately 35 days in even-numbered years.

Judicial

The judicial branch of state government consists of several types of courts and many elected judges. The Supreme Court of Oregon is composed of seven justices elected by nonpartisan statewide ballot to serve 6-year terms. To be elected, justices must be U.S. citizens, members of the Oregon State Bar, and have resided in the state for three years. It is the highest court in the state and reviews selected appeals court cases.

The Oregon Court of Appeals has 10 judges who are elected to 6-year terms in nonpartisan statewide elections. They must be U.S. citizens, members of the Oregon State Bar, and registered to vote in the counties where they reside. The Court of Appeals has jurisdiction over all civil and criminal appeals except death-penalty cases and Tax Court appeals.

Circuit Court judges have the same requirements for election as Supreme Court judges. They also serve 6-year terms and are elected on nonpartisan ballots in the judicial districts. There are 26 of these districts and 163 circuit judges in Oregon. Circuit courts are the state trial courts of general

jurisdiction.

LOCAL

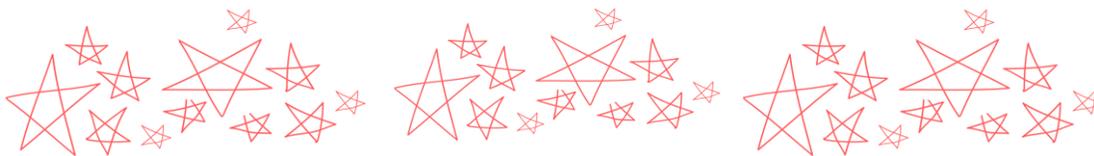
Local elections may include candidate races for offices such as Mayor, City Council, County Commissioner, School Board, and special district positions.

RUNNING FOR OFFICE

Candidates for public office must file papers with the state or county at least 70 days before the primary election. They must pay a modest fee, unless they prefer to gather petition signatures.

Each candidate must form a political action committee (PAC) and appoint a campaign treasurer. Both candidate and treasurer are responsible for reporting all campaign contributions and expenditures. This includes the name, address and occupation of anyone who gives more than \$50. Reports are filed with the state (or county) on designated dates before and after each election.

Candidates for federal office must file campaign finance information with the Federal Elections Commission in Washington, D.C.



Vote-by-Mail (Handout)

Oregon has experimented with mail voting in special and local elections since 1981. Oregon conducted the nation's first statewide mail election in 1993. The 1995 special election to fill a vacancy in the U.S. Senate was the nation's first congressional election conducted by mail. Vote-by-mail elections cost about one-third less than traditional polling place elections. There is also some evidence that more people participate in mail elections than in polling place elections.

Following partisan battles in the 1995 and 1997 Legislatures, voters approved a ballot measure allowing mail balloting for primary and general elections. The measure, which began as a citizen's initiative, passed by 69 percent to 31 percent. Oregon is the only state with an all vote-by-mail system.

If you are registered as of the 21st day before an election, your county election office will mail a ballot packet to you 14-18 days before Election Day. The packet contains a secrecy envelope, a pre-addressed ballot return envelope and ballot. (**Note: Some counties have combined the secrecy and pre-addressed return envelope by adding a flap for voters to sign that is separated from the envelope once the signature is verified.)

Once you vote, you may place the ballot in the optional secrecy envelope, seal it, and place it in the return envelope. Sign the return envelope, affix postage, and either mail it, drop it off at your county election office or drop it in an official election drop site (usually located in libraries). It must be received by a county election office or an official election drop site by 8 pm on Election Day.

To insure confidentiality of the ballots, all ballots are separated from the return envelope before ballots are counted. None of the ballots are counted before Election Day. Initial results are released at 8 p.m. on Election Day and are updated through the night.

If you make a mistake on your ballot, you can get a replacement ballot from your county election official unless you have already mailed the ballot or turned it into a drop site. At that point, a new ballot will not be issued.



Initiatives, Referenda & Referrals (Handout)

We elect state legislators and local officials and expect them to enact most of our laws. But Oregon also guarantees citizens the right to become do-it-ourselves lawmakers.

Oregonians added an Initiative and Referendum amendment to our Constitution back in 1902. Ordinary citizens have used it to add and subtract constitutional amendments and statutes ever since.

The original Oregon Constitution of 1857 wasn't designed for easy change. Amendments required majority approval of both legislative houses for two consecutive sessions, followed by a majority vote of the people. That didn't happen for more than 40 years.

Meanwhile, many citizens wanted changes their legislators were unwilling to make. The Direct Legislation League (led in Oregon by Milwaukie attorney William S. U'Ren) and the Populist Party demanded that states permit voters to initiate laws. North Dakota approved this reform in 1898 and Utah followed in 1900. Many Oregonians were pressing legislators for similar rights. After vigorous debate, the Oregon Legislature approved such an amendment in 1899 and 1901, and referred it to a vote by the people.

Oregonians adopted the Initiative and Referendum amendment in 1902 by a resounding vote of 62,024 to 5,668.

Oregon voters wasted no time in using their new initiative power. They replaced party nominating conventions with the direct primary in 1904. They extended the Initiative and Referendum to local governments in 1906 and added direct election of U.S. Senators and the Recall in 1908. The resulting direct citizen democracy was called the Oregon System.

Today, 24 states grant citizens' initiative powers. Of the 24 states, 18 allow initiatives to propose constitutional amendments and 21 states allow initiatives to propose statutes. As of 2000, Oregon holds the records for the most statewide initiatives (there were 318 between 1904 and 2000), the highest average initiative use (6.6 per general election), and the most statewide initiatives on the ballot in a single year (27 in 1912). Voters placed an average of 16 initiatives on general election ballots from 1904-14, including a record 28 in 1912. The average dropped to about 6 per election for about 25 years, then to less than 3 per election from 1940-1976. Since 1978, however, we've averaged about 8 initiatives each general election.

Source: http://www.iandrinstute.org/statewide_i&r.htm

The Initiative: A Powerful Tool

The initiative can be a powerful tool for change. Sometimes it has been used for rather technical or even obscure matters. But it also has been used to make sweeping changes. For example, in 1912 Ballot Measure 1, the Equal Suffrage amendment, gave Oregon women the right to vote. Measure 5 in 1990 sharply limited taxes on real property and shifted most of the responsibility for funding schools from local voters and property to the state. Voters approved a measure in 1994 to legalize physician-assisted suicide, and in 1996, voters further restricted property taxes. Voters approved a measure to approve medical use of marijuana in 1998. In 2000, faced with 18 initiatives, voters passed a measure, among others, requiring the state to adequately fund school quality goals set by the Legislature. In 2002, voters approved three initiatives including measures increasing the minimum wage and banning payment by signature for petition signature gatherers. In 2004, voters approved two initiatives, including a measure requiring governments to pay owners, or forgo enforcement, for certain land use restrictions (Measure 37). During the most recent general election in 2010, voters approved 2 of the 4 initiatives on the ballot. Measure 73 mandated 25-year prison terms for repeat felony sex offenders and jail time for repeat drunk drivers. Measure 76 continued lottery funding for parks, beaches, wildlife habitats, and watershed protection that were set to expire, or “sunset” in 2014.

The Oregon Constitution requires that petitions for a proposed law be signed by registered voters equal to 6% of those who voted for Governor at the last election (87,213 in 2012). To propose a constitutional amendment requires the signatures of 8% of those who voted for Governor (116,284 in 2012).

Oregon law used to prohibit paying people to circulate petitions. But the U.S. Supreme Court ruled unanimously in 1988 that banning payment violates free speech rights. Most successful chief petitioners now pay firms to gather signatures. Of the 18 initiatives qualified for the 2000 General Election ballot, only two have qualified without using paid signature gatherers. In the 2002 General Election all of the seven qualified initiatives used paid signature gatherers, and in 2006, all proposed initiatives used paid signature gatherers.

Some critics claim this permits anyone with enough money to “buy” enough signatures to win a place on the ballot. However, the 2002 voter-passed initiative prevents petition signature gatherers from being paid by the signature, with the intent of lessening fraud.

Qualifying an initiative for the ballot is just the first step, of course. Voters have defeated more than two-thirds of all ballot measures in recent years, at about 72%.

- In 2000, voters approved four of eighteen
- In 2004, two of six were approved.
- In 2008, (none) of eight.
- In 2010, two of four were approved.

Overall, 120 of the 344 initiatives on the ballot since 1902 have passed.

The Referendum

The Oregon Constitution also grants voters Referendum power: the right to petition for an election to reject a law recently passed by the Legislature. It requires petitions signed by 4% of those who last voted for Governor (58,142 in 2012). They must be submitted within 90 days after the Legislature adjourns.

Voters have successfully petitioned for referendum elections over 60 times since 1902. They have done so only eight times since 1980, including the petition, which was approved, to refer legislation raising the corporate minimum tax that appeared on the ballot in a Special Election in January, 2010.

The Referral

Legislators have referred measures to the voters since 1980 about 128 times. They need such voter approval to amend the Oregon Constitution; the 2002 Legislature referred 10 proposed amendments, for example. Legislators refer statutory proposals, too, especially controversial laws they don't want to be blamed for at the next election. They also may refer measures to the voters to avoid a Governor's veto.

A Good Thing?

Political scientists argue whether granting citizens initiative power improves or harms democratic government. Some critics believe we should rely totally on "representative" democracy, in which voters elect the lawmakers and leave the job to them. Others support the initiative process, but have concerns about its misuse and limitations. Some reformers believe initiatives need to be drafted more carefully to avoid errors and unintended consequences. Others feel that some initiatives may not be in the interest of the state, but may pass due to slick, well-funded ad campaigns. Those who defend the current system argue that the popular will is too often thwarted by legislative politics, where special interests and powerful individuals have often frustrated what clear majorities of the electorate want.

In recent years, legislators have considered many bills designed to change Oregon's initiative process. Some proposals intended to make it more difficult to amend the Oregon Constitution by increasing the number of required petition signatures, from 8% of the vote for Governor to 10%, 12% or 16%. Other bills called for super majority votes (sixty percent or two-thirds) to pass constitutional amendments.

Legislators have also considered more sweeping changes to the process. Some bills would have required sponsors of initiative petitions to get legal advice from the state's Legislative Counsel Office or go through a public hearing process before gathering signatures. One bill proposed establishing a state commission to review initiatives for unclear language, cost impact, legal and technical problems. Such a commission could have suggested changes to initiative sponsors (but could not require them) and would have issued a report to voters.

Ultimately, however, reform bills nearly all died. The 1999 Legislature referred a proposal to voters in May 2000 that would have increased from 8% to 12% the number of signatures required to qualify a proposed constitutional amendment. The ballot measure was defeated by a vote of 505,081 to 356,912.

Signature Gathering: Paid or Unpaid?

Oregon law currently specifies that petition signature gatherers may be volunteers or individuals paid by the hour or some other payment plan. Payment may not be made by the signature (2002 Oregon Ballot Measure). Although the pay-by-signature ban was challenged in court, the United State Court of Appeals for the Ninth District upheld the ban in 2006. In addition, paid signature gatherers are required to register with the state and carry "evidence of registration" with them as they gather. By law, this evidence must include a photo of the circulator and his or her registration number.

ANALYZING ELECTION INFORMATION SOURCES

Who says what to whom with what effect and why?

Print Media

Print media includes newspapers, magazines, and journals. Most people have access to daily newspapers either at home, work or at a local library. Magazines and journals are generally available at local libraries. The key when seeking information through print media, as with all other information media, is to consult a number of sources, preferably with different points of view.

In reading newspapers certain caveats (warnings) should be kept in mind. Newspapers may have a bias to one side or the other of the spectrum of political opinion. A newspaper's political leanings are most obvious on its editorial pages. Headline phrasing might also betray political preferences.

Another form of political bias in newspapers is placing stories expressing favored views on the front page, and burying stories expressing opposing views deep inside the paper. Some news stories may be over covered, under covered, or not covered at all due to a newspaper's political bias.

Another caveat to be aware of in print media is the tendency for coverage to overemphasize the "horse race" aspect of elections: Who is winning? Republicans or Democrats? One side is ahead, but perhaps the other is gaining. Such reporting downgrades the substance of issues, which is what voters need to learn about to vote intelligently. After all, the point of voting is not to vote on the winning side, but to express reasoned judgments.

Finally, many groups publish pamphlets and reports dealing with specific issues. It is important to make up your own mind about controversial issues rather than base your beliefs on what interest groups, including "public interest" groups, say. The policies proposed by environmental groups may have adverse effects on employment, while the stand of a business group may have an adverse effect on the environment.

Radio and Television Advertisements

Critical thinking must be used to make sense of radio and television coverage of campaigns. One purpose of campaigns is to acquaint voters with relevant facts and the best arguments on both sides of an issue. In practice, however, instead of making issues more clear, arguments are blurred by negative advertising campaigns and deliberately confusing messages.

To be blunt, political advertising often attempts to manipulate voters, not to inform them. In such situations, viewers must behave defensively, being skeptical that the whole truth is being told or that the advertisement's interpretation of "facts" on which it is based is warranted. For example, an opponent's ad may say a legislator "voted for new taxes," which might mean that the legislator voted for a bill that raised taxes on polluters or mining companies using federal lands — a far cry for raising income or gasoline taxes, measures that might inflame many voters.

Candidate Speeches and Debates

Judging candidate speeches and debates calls for special efforts to sift through distractions, irrelevant factors, and our emotions.

A famous instance of irrelevancies influencing voters occurred in 1960 when Richard M. Nixon, then vice president, debated Senator John F. Kennedy. It was the first presidential debate ever presented on television. Vice President Nixon was not adequately "made up" for television, which, at the time, was a relatively new medium. As a result, Nixon had "five o'clock shadow," making him appear haggard and slightly sinister. Kennedy, by contrast, looked handsome and fresh.

Many election experts believe that Nixon's appearance during that debate was an important factor in his making an unfavorable impression with voters. Thus, viewers were influenced by something irrelevant to the two candidates' qualifications for president.

Abraham Lincoln, perhaps the nation's greatest president, was generally considered homely in appearance. Insofar as television viewers attend to appearance rather than substance, television probably would not have been kind to any of Lincoln's electoral campaigns.

Election Information Scavenger Hunt

Three newspaper stories about measures on the upcoming General Election ballot

Two pieces of literature from two different campaigns

Part of a voters' guide, other than the state Voters' Pamphlet. Suggestions: The League of Women Voters of Oregon's Voters' Guide, a guide produced by a local newspaper, the Oregon Student Association or another organization.

The names of five people who plan to vote in the upcoming General Election.

The address and phone number for your local county elections office.

The name of the ballot measure with the greatest number of pro and con arguments in the state Voters' Pamphlet.

A short description of a radio or television campaign ad: On what station did the ad appear? Who or what issue did the ad support or oppose? Who paid for the ad (if available)?

The address for a web site providing useful information about the upcoming General Election.

The names and offices of 2 statewide, non-judicial elected officials not up for election this year.

The names of three Oregon Supreme Court Justices.

EXTENDED ACTIVITIES

Invite a speaker to your classroom

Choose a contact person from the list of potential classroom speakers starting on page 93 or find a person from your community and invite them to participate in an activity, act as a resource for your students, or share their experiences in political participation. Guest speakers can make the units and activities come alive as students hear new perspectives and listen to first-hand experiences. A resource person should provide a balanced perspective or, if that is not possible, perhaps inviting two speakers would be valuable. Students should be well-prepared for the classroom guest to ensure maximum participation and a positive experience for all parties. Core Standard 19, HS.60.

Conduct a Legislative Hearing

The purpose of the mock legislative hearing is to help students understand how legislators gather information and make decisions. For the purposes of the mock election, this activity could be used to discuss the ballot measures or the national issues.

Assign students to play one of the following roles:

- legislators** will listen to all perspectives and make recommendations regarding the topic;
- witnesses** will provide testimony, present their point of view, and answer questions from legislators;
- media** will question legislators and witnesses, observe, and write short articles to share with the class.

Conduct the hearing by having legislators identify an issue, listen to witness testimony, hear media questions, and finally decide on the issue. Debrief by having students evaluate the arguments presented: how the information gathering functioned for making decisions. This could be a good outreach, to extend invitations to local elected officials or other community members. Core Standards 17, 18, HS.58., HS.60.

Hold a Town Meeting

The purpose of a town meeting is to provide community members with a variety of perspectives on a specific issue, to make informed decisions. For the purposes of the mock election, this activity could be used to discuss the ballot measures. Assign students to play one of the following roles: elected officials will listen to testimony from both proponents and opponents of the ballot measure; proponents will argue in favor of the measure; opponents will argue in opposition to the measure; community members will listen to testimony, ask questions, and vote on the measure; recorders will take notes during the meeting and provide a summary of the arguments to present to the class. Hold the meeting by having the elected officials briefly summarize the ballot measure to be discussed. Next, allow time for both the proponents and opponents to present their perspectives. Open the meeting up for community member questions and allow groups to respond. Ask the recorders to present their summaries to the group. Ask students to decide how they will vote on the measure. Debrief by having students evaluate the arguments presented and discuss the benefits and drawbacks of the town meeting. This could be a good activity to invite a local official or other community members to participate. HS.60., HS.61., HS.62.

Create a Human Continuum

The purpose of this activity is to present students with a controversial issue and ask them to

approximate their own views along a continuum running across the width of the room. This activity is especially good for students who are reluctant to speak during class discussions. It allows for physical movement to express opinions and ideas. To begin, pose a controversial statement or question to the class, allowing for answers ranging from “strongly agree” to “strongly disagree”. The question should allow for a “yes,” “no,” or “somewhere in between” answer. For the purposes of the mock election, this could be a good activity to discuss ballot measures or national issues. Prior to posing the statement/question, clearly post appropriate signs across the room (strongly disagree, strongly agree, etc.) and point them out to students. Present the statement/question and allow either all or a selected group of students to move across the room to represent their points of view. Once all students have moved, tell them they will be allowed to move along the continuum after hearing various perspectives held by their peers. Remind students to respectfully listen to each other even if a speaker has a divergent point of view. Also remind students to respectfully present their points of view without offending others. Call on a few students from the entire continuum and ask them to explain their positions. After each explanation, tell students they are free to move if they have been persuaded to change their stance. Conclude the activity by having students return to their seats and discuss their observations regarding the varying perspectives and explanations held by their classmates. HS.60.

Organize a Mock Election Kick-Off assembly

Invite local elected officials, candidates, and the community to participate. Announce upcoming Mock Election activities and contests. Invite the school choir and band to provide entertainment. For a final event, invite the press and announce your election results. HS.34.

Conduct a voter registration drive

Organize a drive for students, teachers and parents on National Voter Registration Day: <http://nationalvoterregistrationday.org/> . Free planning and support materials are available on registration.

Contact your county elections office for details and registration forms. Get involved in the Bus Project’s www.busproject.org voter registration competition called Democracy Cup! This is an opportunity for schools to compete against other schools across the state to see who can register a greater percentage of eligible students. Exciting prizes are available to the school who wins. More info here <http://busproject.org/what-we-do/the-democracy-cup/>. Report the results of your school’s voter registration effort to the League of Women Voters at lwvor@lwvor.org . HS.34.

Other Tips

Hold a competition to design a poster communicating the importance of voting or celebrating the right to vote. Display them around your school or ask local merchants if they will display some. Core Standard 17, HS.34.

Hold an essay competition to answer a question such as “Why is it important for more young people to vote?” or “What could be done to improve turnout among young voters?”

Ask your local paper to print the winning essays or a radio station to interview winners and have them read their essays. HS.34., HS.62.

Hold an "If I Were Governor..." speech competition. Ask students to explain, with enthusiasm and conviction, why they want to rock their mock vote. HS.62.

Create a Mock Election web site for your school. Visit <http://www.google.com/sites/help/intl/en/overview.html> to see an easy, quick, and FREE way to create your own webpage! HS.34.

Produce a student voters' guide covering the candidate races and issues on the Mock Election ballot. HS.34., HS.62.

Conduct a student debate on a Mock Election issues. This can be done within your classroom or school, or with other schools through video streaming technology. See page 76-78 for a suggested format and student handouts. HS.60., HS.62.

Create a Panel Discussion on one of the Mock Election issues. See the instructions beginning on page 79-81 for instructions, models, and student handouts. HS.60., HS.62.

Organize or attend a candidate or ballot measure forum in your community. For information about candidate debates or ballot measure forums, contact the League of Women Voters of Oregon at 503-581- 5722 or lwvor@lwvor.org . HS.60., HS.62.

Attend a meeting or campaign event. What action is proposed? Who is involved? What geographic jurisdictions will be affected? Share your experience with your class. HS.30., HS.58.

Volunteer on a candidate or ballot measure campaign: canvass, make phone calls; raise money; attend rallies; write letters to the editor in support of your issue or candidate. HS.30., HS.58.

Visit a political party's headquarters. Interview a staff person. What work does the person do? Why do they support the party? What are the party's main goals? HS.30., HS.58.

Write a letter to an elected official to give thanks, obtain or provide information, evaluate public services, propose a law, or advocate a position on a public issue. How long does it take to get a response? What do students think of the response? HS.58., HS.59

Invite a speaker to your class to discuss the elections process and to share perspectives about why it is important to vote (see the List of Classroom Speakers, 93). HS.34.

Email or mail your friends and family a reminder to vote. HS.34.

Hold a press conference announcing the result of your school's Mock Election. HS.34.

On Election Day, stand on a street corner, jump up and down waving a sign that says, "Honk if you voted!" HS.34.

Hold a red, white & blue dress competition among classes or grades on Election Day. Take pictures and send them to League of Women Voters of Oregon: lwvor@lwvor.org or post them on the League's

Facebook page: www.facebook.com/lwvor. HS.34.

Help or observe your county election office process ballots on Election Day. Keep a log of the day's activities and share them with your class after the election. HS.34.

PUBLIC DEBATE FORMAT

This assignment concentrates on reasoning, good thinking, and common knowledge. Information can be gathered from the Voter's Pamphlet, the League of Women Voters' Voter Information: <http://voteoregon.org/voter-resources/>, newspapers, class discussions, and guest speakers. All information used must be common knowledge of an educated person. Ballot measures serve as the resolutions to be debated. If students are interested in involving your surrounding community, have them contact your local city club to see if they are interested in promoting and moderating the debate.

The Process involves Two Teams:

Proposition = Proposition Position-- Defends the resolution (measure)

First Proposition Speaker

Second Proposition Speaker

Opposition = Opposition Positions-- Argues against the resolution (measure)

First Opposition Speaker

Second Opposition Speaker

Main Speeches: To introduce the arguments and evidence (time limits can be easily modified)

First Proposition Speaker - 7 minutes or 3 minutes

First Opposition Speaker - 8 minutes or 4 minutes

Second Proposition Speaker - 8 minutes or 4 minutes

Second Opposition Speaker - 8 minutes or 4 minutes

Rebuttals: To summarize arguments and clarify positions

First Opposition Speaker - 3 minutes or 2 minutes

First Proposition Speaker - 4 minutes or 3 minutes

Notes: Only two rebuttals are given. No new arguments may be presented in the rebuttal. Argumentation on existing points may continue.

Questions: Opponents may ask a question. The questioner should stand and wait for the Speaker to acknowledge the questioner. The Speaker may say "no thank you" or answer the question. It will be included in the speaking time. Questions cannot be asked during the first or last minute of each constructive speech. No questions are allowed in the rebuttals.

Teams will be evaluated on

- 1) How well they develop the arguments
- 2) The use of good specific examples
- 3) How well they respond to the arguments of their opponents

The next two pages provide format suggestions and a sample debate. The debate is very abbreviated so it will fit on two pages. You could adapt and modify it to meet your needs. You could require at least three supports for each argument for longer debates. The best debates are held when students do NOT write out all their arguments and read them to an audience. The most effective delivery is achieved when students briefly outline their materials and practice them extemporaneously.

Proposition Position

Resolution:

I. Introduction: General Opening:

Statement of the ballot measure:

II. Definition of Terms or concepts:

III. Statement of Value or Topic Position:

If it is a policy resolution you need to identify what is wrong with the Status Quo – Specifically identify something wrong with what we are doing now.

Provide support for that position

IV. If it is a Policy resolution what is the plan?

Who will do it? What will they do?

How will it be paid for? How will it be enforced?

IV. Advantages of adopting the ballot measure.

A. State Advantage One:

1. Example:

2. Example:

B. State Advantage Two

1. Example

2. Example

V. Closing - Ask for a vote for your side.

Opposition Position

Resolution:

I. Introduction:

General Opening: Set up a philosophy each speaker will use in each speech. Give the audience something to vote for, not just against.

II. Definition of Terms: Accept or offer counter definitions

- If you think the Proposition has defined the terms too narrowly, point that out here.
- If you think the Proposition has defined the terms abusively, (leaving no opposition ground) point

that out here, and offer a reasonable counter definition.

III. Statement of Opposition Value or Topic Position: (What is wrong with Proposition Position?)

If they have a plan, look at

Will it work?

Will it solve the problems?

Are there any disadvantages to doing what the Proposition wants to do?

IV. Main Arguments:

A. State Argument (why we should not vote for the ballot measure)

1. Example

2. Example

B. State Argument (why we should not vote for the ballot measure)

1. Example

2. Example

V. Closing - Ask for a vote for your side.

Pro/Con Panel Discussion

Purpose: To inform, and explain the major arguments surrounding a controversial issue. The panel will divide the arguments into those in favor and those against the issue. A recommended order would be:

Group of Three

I. Introduction (Moderator)

II. Body

A. Speaker A - Pro

B. Questions by Speaker B

C. Speaker B - Con

D. Questions by Speaker A

III. Conclusion (Moderator)

IV. Audience questions

Group of Four

I. Introduction (Moderator)

II. Body

A. Speaker A - Pro

B. Questions by Speaker D

C. Speaker B - Con

D. Questions by Speaker A

E. Speaker C - Pro

F. Questions by Speaker B

G. Speaker D - Con

H. Questions by Speaker C

III. Conclusion (Moderator)

Audience questions **Length:** 2-3 minutes for each speaker

Requirements:

1. The group should select a moderator to introduce and conclude the presentation.
2. Speakers may use outlines during the presentation. Speakers may not read their speeches to the audience.
3. The speakers may use visual aids.
4. The moderator will collect and organize the outlines and bibliographies to submit following the presentation. (Staple all, in order, and submit)
5. The moderator will control a short
6. questioning period following the presentation.

Moderator Outline

- I. Introduction to the whole group
 - A. Attention Getter
 - B. Motivation
 - C. Central Idea Statement for the whole group
 - D. Plan of Attack: Preview Main Points to be covered and introduce members who will present them
 - E. Present any necessary background Information

- II. Group Presentations (the other members presentations) Transition between speakers

- III. Conclusion to the group
 - A. Summarize your group's main points
 - B. Restate your central idea statement as accomplished
 - C. Return to your Attention Getter

Tips for all speakers:

1. Write your Central Idea statement first
2. Outline the Body of the outline next
3. Write the Intro and Conclusion after the Body
4. Practice the presentation as you will give it.

Outline Format - Individual speakers

- I. Introduction
 - A. Interesting opening general statement
 - B. Gradual narrowing of ideas (give audience reason to listen)
 - C. Central Idea Statement
 - D. Preview the Main Points

- II. Body
 - A. Main Point One
 - 1. Supporting Material
 - 2. Supporting Material
 - 3. Supporting Material
 - 4. Concluding statement

 - B. Main Point Two
 - 1. Supporting Material
 - 2. Supporting Material
 - 3. Supporting Material
 - 4. Concluding statement

- III. Conclusion
 - A. Summarize your main points
 - B. Restate your Central Idea statement
 - C. Return to your opening idea

CONDUCTING THE MOCK ELECTION

Schools may conduct their mock election on any or all days from **Monday through Thursday before Election Day**. It is up to each school to decide how to conduct their election (e.g. in social studies classes, outside the cafeteria, in all first period classes), but schools should try to meet the following guidelines:

- All students who wish to participate should have the opportunity to do so
- Each student should only vote once
- Students should be able to vote with privacy (at their desks is fine)
- Ballots (if paper is used) should be kept in a secure location prior to being counted
- The secrecy of each student's vote during the counting process should be maintained

Tally and Report the Results

For your school's results to be included in the state and national election results, your results must be received on or before the submission deadline (TBA). School coordinators will report the results of their Mock Election on the Youth Leadership Initiative website. ***If the person responsible for reporting results is absent that day, a replacement must be found, to count the results in the state and national totals!***

All results received by Youth Leadership Initiative before the deadline will be counted in the statewide and nationwide results. Vote reporting instructions are available through your YLI account. Contact us at lwvor@lwvor.org with any questions.

Plan A Press Announcement

Schools may hold a local press conference announcing the results of their mock election.

BALLOT

The Oregon Student Mock Election ballot will be available at the [Youth Leadership Initiative website](#).

Paper ballots are also available on the YLI website. Email lwvor@lwvor.org with questions.

Oregon state law states that it must be marked in the following way:

“The imitation ballot or sample ballot and the back of any return envelope enclosed with the ballot or sample ballot shall state the following: **“THIS IS NOT A REAL BALLOT. DO NOT USE TO VOTE.”** The statement on the imitation ballot or sample ballot shall be in bold print that is at least two times as large as the majority of the text on the ballot or sample ballot or 20-point type, whichever is larger. The statement on the back of a return envelope shall be in bold print that is at least 36-point type.

(B) The word **“UNOFFICIAL”** must be superimposed on the imitation ballot or sample ballot so that the word extends diagonally across the ballot from one margin of the text to the other. The superimposed word may be printed in lighter ink than other text on the ballot or sample ballot.”

ADDITIONAL RESOURCES

Please check for additional resources at <http://lwvor.org/civics-ed/educator-sign-up-log-in/civics-ed-course-materials/>

OREGON RESOURCES

Oregon Student Mock Election.....	http://lwvor.org/civics-ed/
Secretary of State Elections Division (Oregon Votes)	http://oregonvotes.org/
Secretary of State Civics Toolkit.....	http://sos.oregon.gov/elections/Pages/toolkit.aspx
Oregon Blue Book.....	www.bluebook.state.or.us
Oregon Legislature.....	www.leg.state.or.us
League of Women Voters of Oregon.....	www.lwvor.org
Classroom Law Project.....	www.classroomlaw.org
Bus Project.....	www.busproject.org

Political Parties

Constitution Party of Oregon.....	www.constitutionpartyoregon.net
Democratic Party of Oregon.....	www.dpo.org
Oregon Republican Party	www.oregonrepublicanparty.org
Libertarian Party of Oregon.....	www.lporegon.org
Pacific Green Party.....	www.pacificgreens.org
Working Families of Oregon Party	www.oregonwfp.org
Independent Party.....	www.indparty.com
Progressive Party	www.progparty.net

Media

Oregon Live (Oregonian) – Politics.....	http://www.oregonlive.com/politics/
KGW News - Politics	http://www.kgw.com/news/politics

NATIONAL RESOURCES

National Student/Parent Mock Election	www.nationalmockelection.org/
Federal Elections Commission	www.fec.gov
Project Vote Smart	www.vote-smart.org
Rock the Vote	www.rockthevote.org
The White House for Kids	www.whitehouse.gov/kids
The Center for Voting & Democracy	www.fairvote.org
Alliance for Better Campaigns	www.campaignlegalcenter.org/
National Voter Registration Day	www.nationalvoterregistrationday.org

Political Parties

Constitution Party	www.constitutionparty.com
Democratic National Committee	www.democrats.org

Green Party <http://www.gp.org/index.php>
Libertarian Party www.lp.org
Republican National Committee www.rnc.org

Media

ABC News – Politics <http://abcnews.go.com/Politics/>
CNN – Politics www.cnn.com/POLITICS/
NPR – Politics <http://www.npr.org/sections/politics/>
New York Times – Politics www.nytimes.com/pages/politics/index.html
Washington Post – Politics <http://www.washingtonpost.com/politics>
Fox News - Politics www.foxnews.com/politics/index.html
NBC News - Politics <http://www.msnbc.msn.com/id/3032553/>

CLASSROOM SPEAKERS

COUNTY ELECTIONS OFFICIALS

Contact your county elections office: <http://sos.oregon.gov/elections/Pages/countyofficials.aspx>.

See if your County Clerk or another election official can talk with your class about the work involved in conducting an election.

LOCAL GOVERNMENT OFFICIALS

Contact local government officials such as county judges, county commissioners, and city council members.

Most are happy to volunteer to visit schools to discuss the functions of local government and the duties of local elected officials.

BUS PROJECT VOLUNTEER

Contact the Bus Project www.busproject.org to have a young, enthusiastic voter come to your class to speak to your students about the importance of young adults getting involved in local, state, and federal elections.

UNITED STATES WAR VETERANS

Contact Cameron Smith (800/828-8801 x2388) at the Oregon Department of Veterans Affairs to arrange for a veteran to talk with students about the importance of voting

SAMPLE LETTER TO PARENTS

Dear Parent or Guardian,

This fall, your student will have the opportunity to participate in the award-winning Oregon Student Mock Election, a program designed to teach students about the electoral process and the importance of voting. This program does not try to influence voting decisions but gives students tools to enable them to make their own informed choices. For more information, see lwwor.org/civics-ed.

In late October, middle school and high school students in Oregon will vote on the same candidate races and ballot measures you will vote on in the upcoming General Election.

Enclosed is a copy of the mock election ballot for your information. I hope that families will make time to talk about the issues and candidate races on the Mock Election ballot. This is a valuable opportunity to prepare and encourage your student to become an informed and active voter.

Sincerely,

Teacher Name
School [Name]

CIVICS EDUCATION RESOURCES

The following site provides contact information and a description of well-known civics education resources for teachers.

Annenberg Best Civics Sites for Teachers

<http://www.annenbergclassroom.org/page/best-civics-sites-for-teachers>

Additional Resources:

Alliance for Better Campaigns

www.campaignlegalcenter.org/

Classroom Law Project

www.classroomlaw.org

Center for Civic Education

<http://www.civiced.org/resources/curriculum>

Federal Elections Commission

www.fec.gov

Florida Joint Center for Citizenship

www.floridacitizen.org

iCivics

<https://www.icivics.org/>

LWV Voter Resources

Voteoregon.org/voter-resources/

League of Women Voters of Oregon

<http://lwvor.org/civics-education-resources/>

Making Civics Real: A Workshop for Teachers

<https://www.learner.org/workshops/civics/>

National Institute for Civil Discourse

www.revivecivility.org

National Student/Parent Mock Election

www.nationalmockelection.org/

National Voter Registration Day

www.nationalvoterregistrationday.org

NEA - Annenberg Classroom: Civics Education
<http://www.nea.org/tools/lessons/52915.htm>

Oregon Blue Book
www.bluebook.state.or.us

Oregon Legislature
www.leg.state.or.us

Oregon Student Mock Election
www.VoteOregon.org/oregonmockelection

Project Vote Smart
www.vote-smart.org

Rock the Vote
www.rockthevote.org

Secretary of State Civics Toolkit
<http://sos.oregon.gov/elections/Pages/toolkit.aspx>

Secretary of State Elections Division (Oregon Votes)
<http://oregonvotes.org/>

Teaching American History
http://teachingamericanhistory.org/civil-rights-toolkit/?utm_source=Facebook&utm_medium=cpc&utm_content=civil-rights-v1&utm_campaign=Teacher-Toolkits

The Center for Voting & Democracy
www.fairvote.org

The Complete Idiot's Guide to Politics
<http://idiotsguides.com/static/quickguides/politicalsciencelaw/index-politics.html>

U.S. Citizenship and Immigration Services
[Uscis.gov/citizenship](http://uscis.gov/citizenship)

We the Civics Kids
<https://constitutioncenter.org/learn/educational-resources/we-the-civics-kids>

The White House for Kids
www.whitehouse.gov/kids