Thank you for helping to strengthen our democracy through education. 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 Civics Education lessons in the following areas:

- Unit 1: We Are the Government
- Unit 2: Who Can Vote?
- Unit 3: Your Vote Is Your Voice
- Unit 4: Registering to Vote
- Unit 5: Oregon Elections

Each 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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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>OREGON SOCIAL SCIENCES STANDARDS 2014</td>
<td>5</td>
</tr>
<tr>
<td><strong>UNIT 1: WE ARE THE GOVERNMENT</strong></td>
<td>10</td>
</tr>
<tr>
<td>ACTIVITY / ASSIGNMENT IDEAS</td>
<td>11</td>
</tr>
<tr>
<td>DISCUSSION QUESTIONS / ESSAY TOPICS</td>
<td>12</td>
</tr>
<tr>
<td><strong>UNIT 2: WHO CAN VOTE?</strong></td>
<td>14</td>
</tr>
<tr>
<td>DISCUSSION QUESTIONS / ESSAY TOPICS</td>
<td>15</td>
</tr>
<tr>
<td>ROAD TO UNIVERSAL SUFFRAGE CLASSROOM EXERCISE</td>
<td>16</td>
</tr>
<tr>
<td>NOTES FOR “THE ROAD TO UNIVERSAL SUFFRAGE” POWERPOINT</td>
<td>18</td>
</tr>
<tr>
<td>EXAMPLE OF LITERACY TEST</td>
<td>20</td>
</tr>
<tr>
<td>VOTER SUPPRESSION LESSON</td>
<td>23</td>
</tr>
<tr>
<td><strong>UNIT 3: YOUR VOTE IS YOUR VOICE</strong></td>
<td>25</td>
</tr>
<tr>
<td>ACTIVITY/ASSIGNMENT IDEAS</td>
<td>28</td>
</tr>
<tr>
<td>DISCUSSION QUESTIONS / ESSAY TOPICS</td>
<td>28</td>
</tr>
<tr>
<td>WHO’S MAKING THE RULES? CLASSROOM EXERCISE</td>
<td>30</td>
</tr>
<tr>
<td>THE POWER OF THE VOTE HANDOUT</td>
<td>33</td>
</tr>
<tr>
<td><strong>UNIT 4: REGISTERING TO VOTE</strong></td>
<td>34</td>
</tr>
<tr>
<td>ACTIVITY/ASSIGNMENT IDEAS</td>
<td>36</td>
</tr>
<tr>
<td>DISCUSSION QUESTIONS / ESSAY TOPICS</td>
<td>36</td>
</tr>
<tr>
<td>OREGON’S STATEWIDE POLITICAL PARTIES HANDOUT</td>
<td>38</td>
</tr>
<tr>
<td>PARTY CONTACT INFORMATION</td>
<td>39</td>
</tr>
</tbody>
</table>
UNIT 5: OREGON ELECTIONS ........................................................................................................ 41

ACTIVITY / ASSIGNMENT IDEAS .......................................................................................... 42

DISCUSSION QUESTIONS / ESSAY TOPICS ........................................................................ 43

ELECTED OFFICES HANDOUT .................................................................................................. 45

CAMPAIGN FINANCE IN OREGON HANDOUT ........................................................................ 48

INITIATIVES, REFERENDA & REFERRALS HANDOUT .............................................................. 50

IT’S IN THE ONLINE OREGON BLUE BOOK! HANDOUT ......................................................... 54

CIVICS EDUCATION RESOURCES ....................................................................................... 58
INTRODUCTION

Welcome to the Oregon Teachers' Guide to Civics Education! Your study of the electoral process may lead you and your students to participation in the award-winning Oregon Student Mock Election (OSME). It is an exciting experience-based educational program that involves students in the electoral process and demonstrates the importance of voting. This guide and the accompanying OSME Teachers’ 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. 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 curricula 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.


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
- 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 Civics Education and Mock Election materials offer 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 units.
OREGON SOCIAL SCIENCES STANDARDS 2014

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 Amit Kobrowski, Education Specialist, Social Sciences Curriculum, Amit.Kobrowski@state.or.us; (503) 947-0601. 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:

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
8.15 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

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.
3.10 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 issues.
UNIT 1: WE ARE THE GOVERNMENT

Core Standards 14, 17, 18, 19
Grade Level Standards HS.26, HS.27, HS.60.

This unit allows many different types of learners to succeed because it relies heavily on kinesthetic learning and verbal interaction, so fewer modifications may be needed for students.

OBJECTIVE
Students should understand that, unlike other forms of government, the democratic government of the United States is composed "of the people" and is directed "by the people" through elections.

BACKGROUND
What is government? Government is a system of social control under which the right to make laws, and the right to enforce them, is vested in a particular group in society.

There are many forms of government around the world. One major difference between governments is the degree of power given to citizens. Under a democratic form of government, citizens enjoy the greatest powers of all to participate and vote.

Other forms of government include:
- **Autocracy** - a government in which one person possesses unlimited power
- **Dictatorship** - a government in which one person or a small group possesses absolute power without effective constitutional limitations
- **Oligarchy** - a government in which all power is vested in a few people or in a dominant class or clique
- **Theocracy** - a government in which God or a deity is recognized as the supreme civil ruler, the God’s or deity’s laws being interpreted by the ecclesiastical authorities
- **Monarchy** - a state or nation in which the supreme power is actually or nominally lodged in a monarch
- **Democracy** - a government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system

Examples of these types of government can be found in historic and modern day societies. A dictatorship is a form of autocracy, pointing to one individual possessing unlimited power. Adolf Hitler (Nazi Germany, ruled 1933-1945), and Benito Mussolini (Italy, ruled 1922-1945) were dictators who came to power during World War II. A modern day example of a dictator is Fidel Castro of Cuba, who stepped down from power in 2008 after 49 years of total and complete rule over Cuba.

The United Kingdom is an example of a monarchy that has been around for thousands of years. Today however, their monarchy serves a very different purpose. Queen Elizabeth of the United Kingdom remains in place as a figurehead who shares power with elected officials. Like the United States, today England functions as a democracy where the people vote for laws and officials.
Literally, "democracy" means "rule of the people." In ancient Greek democracies, where the idea of democracy was born more than 2,400 years ago, citizens gathered together outdoors to make public policy decisions.

The United States is considered a representative democracy because voters elect legislators to represent their interests and enact most laws. Voters hold elected officials accountable on Election Day by either re-electing or replacing them.

The United States has elements of direct democracy as well. Voters in some states, including Oregon, can directly pass laws and amend their state constitution through the initiative process.

Frequent and fair elections are the lynchpin of democracy. Elections are designed to:
- Express the popular will
- Select public officials
- Make those who govern accountable to those governed
- Are sanctions against the abuse of power
- Provide for peaceful transfer of power from one group to another

Participating in elections is a responsibility of citizens in a democracy. How else are citizens to protect their rights and improve their quality of life? Every citizen should:
- Take an interest in what is happening at all levels of government: local, state, and national
- Understand the issues that need decisions
- Vote carefully on issues and choose people who will best represent the values and opinions the citizen holds.

In the United States, “We the People” control government through electing representatives and voting on ballot measures, but we don't control anything if we don't vote.

**ACTIVITY / ASSIGNMENT IDEAS**

Have students create a skit to demonstrate their understanding of the various forms of government seen throughout history. Follow these steps:
- Review the 6 forms of government to ensure understanding.
- Option: Photocopy *Government: Who Decides?* Student Handout 1.1 and have students match terms to definitions.
- Write each form of government on a slip of paper or develop another way to discreetly assign terms to small groups. Divide students into 6 groups and give each group a slip of paper labeled with a form of government to act out in a short skit.
- Project or distribute Signs of a Good Skit and review with students. Make sure all groups know they are responsible for showing how their form of government would react if people started to complain about their leaders.
- Allow students 8-10 minutes to prepare.
After all groups are ready, have each group present their skit and allow other groups to guess which form of government was demonstrated. Ask students to explain what skit elements exemplified the term. Close the activity by having a brief discussion on the biggest differences and similarities among the various forms of government.

Have students research voting procedures used in other countries such as Australia, Great Britain, Canada, France, Japan, Poland, Costa Rica, Switzerland, Germany, Russia. Students should research the following about the country:

What is their form of government?
Who makes the laws?
When and how often are elections held?
Who can vote?
Are voters provided with a choice of candidates?
Is there a penalty for not voting?

Compare and contrast these answers with those for the United States. Discuss findings with the class.

A table, graph or other graphic organizer may be developed to display the information.

**DISCUSSION QUESTIONS / ESSAY TOPICS**

1. How is democratic government different from other forms of government?
2. What is the role of government in a democracy? (help people do things they can't do alone, protect lives and property).
What is the role of citizens in a democracy? (stay informed, be involved, vote)
Is participation in government by voting a right or a responsibility?
In 1776, the words of the Declaration of Independence rang out declaring that the "just powers" of government are derived "from the consent of the governed." If elections are the primary expression of our consent to be governed, what responsibilities do you have if a candidate or an issue you support loses the election?
There are two sayings: "There ought to be a law..." and "Get government off our backs." What is meant by each of these phrases? How do they conflict?

**Modifications**

To help all students succeed in creating a skit, create cooperative groups where each student has a specific and clearly defined role in the group. Use the Choose your Role handout to assign roles to each group member. For more information on making cooperative learning successful in your classroom, visit: http://www.cooperation.org/pages/cl.html#work.

**Handouts**

*Government: Who Decides?*
*Signs of a Good Skit (3 per sheet)*
Government: Who Decides?

These definitions are mixed up.
Connect each form of government on the left with its description on the right:

<table>
<thead>
<tr>
<th>Government</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autocracy</td>
<td>Government in which God or a deity is recognized as the supreme civil ruler, the God's or deity's laws being interpreted by the ecclesiastical authorities</td>
</tr>
<tr>
<td>Dictatorship</td>
<td>A state or nation in which the supreme power is actually or nominally lodged in a monarch</td>
</tr>
<tr>
<td>Oligarchy</td>
<td>Government in which one person possesses unlimited power, other types of government where one person rules can be a form of this</td>
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<tr>
<td>Theocracy</td>
<td>Government in which the supreme power is vested in the people and exercised directly by them or by their elected agents under a free electoral system</td>
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</tr>
<tr>
<td>Democracy</td>
<td>Government in which one person or a small group possesses absolute power without effective constitutional limitations</td>
</tr>
</tbody>
</table>
UNIT 2: WHO CAN VOTE?

Core Standards 16, 17, 19

Grade Level Standards HS.24., HS.32., HS.35., HS.57., HS.60., HS.62.

OBJECTIVE
Students should understand and evaluate the Oregon eligibility requirements to vote. They should be able to describe the effect of constitutional amendments and court decisions in expanding suffrage in the United States.

BACKGROUND
To be eligible to vote in Oregon, one must be:
- At least 18 years old by Election Day (but 17 year olds are eligible to register)
- A U.S. citizen
- A resident of Oregon

Voting requirements in Oregon and the United States have changed over the years. In its early years, our democracy was not very democratic. In most parts of the country, only white, male, property owners, aged 21 or older were eligible to vote.

When Oregon became a state in 1859, our state Constitution stated that "No Negro, Chinaman, or Mulatto shall have the right of suffrage." These restrictions were overridden by passage of the 15th Amendment to the U.S. Constitution in 1870. Nearly 100 years later, however, some states still limited access to the ballot based on race and ethnicity through literacy tests, poll taxes, and coercion.

After rejecting ballot measures proposing women’s suffrage in 1906, 1908, and 1910, Oregon voters passed the Equal Suffrage Amendment in 1912 by a vote of 61,265 to 57,104. In 1920, women across the United States won the right to vote through ratification of the 19th Amendment to the U.S. Constitution.

The voting age was lowered from 21 to 18 in 1971 with passage of the 26th Amendment to the U.S. Constitution.

Today, we have universal suffrage where every adult citizen has the right to vote. We deny voting rights to two special groups, however. Those in the custody of the Department of Corrections cannot vote. Those declared mentally incompetent can have their voting rights denied by the courts.

Throughout our nation’s history, people fought, struggled, and sometimes died to protect and expand the right to vote.
DISCUSSION QUESTIONS / ESSAY TOPICS

Who has the legal right to vote in Oregon?
Would you support lowering the voting age? What are the arguments for doing so? What are the arguments against such a proposal?
“No taxation without representation” was a rallying cry that inspired the American Revolution. Today, many non-citizens pay taxes but cannot vote. Do you believe citizenship should be a requirement to vote? Why?

Modifications

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

To help students who struggle with reading, have students work with teacher-selected partners, to review the Sample Literacy Test and the Oregon Blue Book web site, or use a literacy strategy from this useful web site http://www.litandlearn.lpb.org/strategies.html

Handouts

The Road to Universal Suffrage Application for Registration, Questionnaire, and Oaths c. 1960s
http://www.crmvet.org/info/litapp.htm
Sample Literacy Test http://www.crmvet.org/info/litques.htm
Note: This online registration form from the Secretary of State shouldn’t be used unless students are legally able to register to vote.
ROAD TO UNIVERSAL SUFFRAGE CLASSROOM EXERCISE

1) Copy the next page one or more times. Cut each page so there is one identity per slip of paper. Put the slips of paper in a hat.

2) Review the handout “The Road to Universal Suffrage” with the class by using the “popcorn method” where students randomly take turns reading sections aloud. Ask clarification questions after each section to make sure all students understand the basic ideas.

3) Have each student draw an identity from the hat, tape the identity to the front of their shirt, and stand on the left side of the room.

4) Read the following scenarios and ask students to move to the right side of the room if, given their identity, they are able to help elect their district’s U.S. Representative to Congress. (Students may refer to the handout "The Road to Universal Suffrage" if necessary). The Year is:

1804: The U.S. Constitution adopted in 1789 established a democratic form of government. Major issues before Congress include maintaining neutral relations with warring European countries, protecting U.S. commercial interests at sea, establishing a governing structure for the recently purchased Louisiana Territory, communicating and negotiating treaties with Native American tribes, and protecting westward migrating citizens from hostile forces.

1867: The Civil War is over. Slavery has been abolished. Major issues before Congress include implementing economic and political reconstruction in the South, implementing the emancipation of slaves, and impeaching President Andrew Johnson for “high crimes and misdemeanors.”

1917: Major issues before Congress include entering and winning the war against the Central Powers, protecting the capitalist international order from Communism, expanding suffrage to include women, and submitting to the states the 18th Amendment establishing prohibition.

1969: Major issues before Congress include working to end U.S. military involvement in Vietnam, re-examining foreign policy regarding China, responding to anti-war protests at home, and prohibiting discrimination in the sale or rental of housing.

2008: Major issues before Congress include waging a war on Iraq and Afghanistan, regulating immigration policy, improving education, reducing crime, and dealing with global warming.

After each section is read, and immediately after students move, ask students on the right side of the room to describe the event (e.g. passage of the 19th Amendment) that gave them the right to vote. Ask all students how it felt when they were on the left side of the room and not allowed to vote. If they had lived in the U.S. in the early 1800s, would they have worked to expand suffrage? What message and tactics would they have used?
<table>
<thead>
<tr>
<th>African-American Journalist, Male, Citizen, 45 years old</th>
<th>Chinese-American Laborer, Male, Non-Citizen, 25 years old</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Lady of the United States, Citizen, 55 years old</td>
<td>College Student, Female, Citizen, 20 years old</td>
</tr>
<tr>
<td>School Teacher, Female, Citizen, 30 years old</td>
<td>African-American Scientist, Female, Citizen, 49 years old</td>
</tr>
<tr>
<td>Caucasian Saloon Owner, Male, Citizen, 67 years old</td>
<td>Caucasian Laborer, No property, Male, Citizen, 28 years old</td>
</tr>
<tr>
<td>Farmer, Female, Citizen, 35 years old</td>
<td>Soldier, Male, Citizen, 19 years old</td>
</tr>
<tr>
<td>Mother, Citizen, 18 years old</td>
<td>Restaurant Owner, Male, Non-Citizen, 55 years old</td>
</tr>
<tr>
<td>Incarcerated Felon, Male, 26 years old</td>
<td>Truck Driver, Woman, Citizen, 36 years old</td>
</tr>
<tr>
<td>Native American Artist, Male, Citizen, 48 years old</td>
<td>Farm Worker, Male, Non-Citizen, 34 years old</td>
</tr>
<tr>
<td>Caucasian Doctor Man, Property Owner, Citizen, 50 years old</td>
<td>Department Store Salesperson, Woman, Citizen, 26 years old</td>
</tr>
</tbody>
</table>
NOTES FOR “THE ROAD TO UNIVERSAL SUFFRAGE” POWERPOINT

When the Constitution went into effect in 1789, the new nation had a representative government, but not every adult was represented. Women, slaves, and poor men were excluded, in general, up until the mid-1800s. Only white, male, property owners, aged 21 or older, could vote.

Democratic Expansion in the Early 1800s
Gradually the United States became more democratic. All white men aged 21 or older gained suffrage during the Jacksonian era of the 1830s. Also during the 1800s, some new states and territories allowed women to vote. Slavery was banned in the North, and a few black Americans achieved suffrage.

Civil War Amendments
The U.S. Constitution Civil War Amendments granted citizenship to all former slaves and guaranteed them the vote.

- The 13th Amendment (1865) abolished (got rid of) slavery.
- The 14th Amendment (1868), among other things, granted national and state citizenship to all who were either naturalized or born in the U.S., and guaranteed all persons equal protection of the law.
- The 15th Amendment (1870) denied states the right to limit the vote along racial or ethnic lines.

After Reconstruction (1865-1877) however, Southern state governments found ways, embodied in the racially discriminatory Jim Crow laws, to deprive black Americans of their voting rights.

Devices to Deny the Vote to Black Americans
Even after passage of the Civil War Amendments, and up until the 1960s, representative democracy was not complete in the United States. Black Americans were unable to vote in large numbers in the South and the West. Several of the following devices were used in Southern states to keep black Americans from registering and voting:

- Literacy tests required black Americans to pass far more difficult tests than white Americans. One test section could involve reading a US Constitution section, with its legalese and antiquated use of English, and requiring an explanation of its meaning to the county registrar, to his satisfaction.
- The "Grandfather Clause" allowed voters who couldn't meet other legal tests to vote, if their grandfathers had voted. Black Americans were often excluded from voting under the "Grandfather Clause" because their grandfathers were slaves. This device was declared unconstitutional in 1915.
- Denial of primary election vote effectively deprived many black Americans from voting. Throughout the South, where most white voters were Democrats, the primary election was the "real" election in which the November general election was decided. This device was declared unconstitutional in 1944.
- Poll taxes were also a device to deter black Americans, most of whom were poor, from voting. The 24th Amendment (1964) prohibited states from making people pay to vote in national elections.
• **Terror and the Ku Klux Klan** discouraged many black Americans from attempting to participate in self-government because they were made to fear for their lives when trying to register to vote, hold meetings, go to the polls, or otherwise participate in government.

### Voter Suppression following the Civil War

The original version of the Constitution and Bill of Rights let the states decide which citizens had a right to vote. At first, only white men—and freed African-American slaves in four states—who owned property were allowed to vote. Then, states slowly began to drop the property requirement, opening it up to all white males and some African-American males by 1850. All women, non-African-American minorities, and many non-Christian religious groups were denied the right to vote under these laws.

After the brief Reconstruction period following the Civil War, in which freed slaves earned the right to vote and hold office, there was a sharp political shift in the South. Even though the 15th Amendment (1870) extended the right to vote regardless of “race, color, or previous condition of servitude” (slaves), many states began to write laws that were designed to suppress the black vote.

Some of these laws included a requirement to pass a literacy test which was impossible for former slaves who were not allowed to learn to read. Other states used poll taxes which charged people a fee to vote. Many poor African-American and poor whites were either unable or unwilling to pay. The “grandfather clause”, used in many states, allowed people to vote only if their grandfathers had also been eligible to vote.

Attempts to protest these laws were often deadly. Many forms of intimidation were used to prevent people from voting. The intimidation was so successful, that by 1940 only 3% of voting age African-Americans were registered to vote.

Women were finally given the right to vote in 1920 through the passage of the 19th Amendment. It wasn’t until the Voting Rights Act of 1965 that any “test or device” was banned to qualify voters. It also said that states with a history of discrimination must have new voting laws approved by the Federal government before those laws could go into effect. In 2013, the Supreme Court, in Shelby County v. Holder, took away that oversight provided by the Voting Rights Act. It had an immediate impact for voters across the country. Many states started to pass laws that restrict and/or suppress voters.

### Historical Examples of Voter Suppression

- Do not discourage voter fraud or intimidation (2012, Ohio & Wisconsin)
- Make robo-calls to voters with wrong information about voting times and places (2008, Nevada)
- Tell voters they can vote by phone (2008, Nevada)
- Send out official looking mail that gives wrong information about voting (2008, Ohio)
- If you have gone to prison for a felony, only the governor can decide if you can ever vote. (2007, Kentucky)
- Only certain state or federal ID can be used to vote (2013, Tennessee)
- Close DMV offices in certain neighborhoods, so that people can’t easily get ID (2013, Alabama)
- Jam phone lines of the other political party as they try to contact their voters (2002, New Hampshire)
- Collect voter registration forms, but don’t turn them in (2012, Virginia)
- Slash tires of cars that are giving people a ride to the polls. (2006, Wisconsin)
Tell people that their voting place has been changed (2018, Pennsylvania)
Make people wait in long lines to vote: 4-7 hours (2012, Florida)
Close polling places in neighborhoods where there are a lot of people from the other party (2011, Alabama)
Don’t provide enough voting machines (2018, Georgia)
Print ballots in a language that voters can’t read (2018, Texas)
Allow voting only on days that people have to work, making it difficult to vote (2014, Ohio)
Take names off of voting lists, but don’t tell anyone (2017, Indiana)
Take names off of voting list if they miss voting in one election (2018, Ohio)

All of these actions have been made easier by the Supreme Court’s decision to delete key provisions of the Voting Rights Act in 2013. The 2016 election was the first presidential election in 50 years without full protection of the right to vote. Throughout the 2016 election cycle, the League of Women Voters worked to make sure voters impacted by new laws were aware of these restrictions. In Ohio, the League made thousands of phone calls to inform voters about that state’s purge of voting lists. In Virginia, the League conducted outreach so voters knew how the state’s new voter photo ID law might affect them. Across the country, thousands of League volunteers served as non-partisan poll observers, staffed voter protection hotlines, and made sure get-out-the-vote phone banks reached as many voters as possible. The League is gearing up to take a stand in Congress, statehouses, and courtrooms nationwide to ensure no voters are left behind.

**EXAMPLE OF LITERACY TEST**

The State of Louisiana

Literacy Test (This test is to be given to anyone who cannot prove a fifth grade education.)

Do what you are told to do in each statement, nothing more, nothing less. Be careful as one wrong answer denotes failure of the test. You have 10 minutes to complete the test.

1. Draw a line around the number or letter of this sentence.
2. Draw a line under the last word in this line.
3. Cross out the longest word in this line.
4. Draw a line around the shortest word in this line.
5. Circle the first, first letter of the alphabet in this line.
6. In the space below draw three circles, one inside (engulfed by) the other.

7. Above the letter X make a small cross.

8. Draw a line through the letter below that comes earliest in the alphabet.

   Z V S B D M K I T P H C

9. Draw a line through the two letters below that come last in the alphabet.

   Z V B D M K T P H S Y C
10. In the first circle below write the last letter of the first word beginning with “L”.

1   2   3   4   5

11. Cross out the number necessary, when making the number below one million.

10000000000

12. Draw a line from circle 2 to circle 5 that will pass below circle 2 and above circle 4.

1   2   3   4   5

13. In the line below cross out each number that is more than 20 but less than 30.

31  16  48  29  53  47  22  37  98  26  20  25

14. Draw a line under the first letter after “b” and draw a line through the second letter after “j”.

a b c d e f g h i j k l m n o p q

15. In the space below, write the word “noise” backwards and place a dot over what would be its second letter should it have been written forward.

16. Draw a triangle with a blackened circle that overlaps only its left corner.

17. Look at the line of number below, and place on the blank, the number that should come next.

2   4   8   16   ___

18. Look at the line of number below, and place on the blank, the number that should come next.

3   6   9   ___   15

19. Draw in the space below, a square with a triangle in it, and within that same triangle draw a circle with a black dot in it.

20. Spell backwards, forwards.

21. Print the word vote upside down, but in the correct order.

22. Place a cross over the tenth letter in this line, a line under the first space in this sentence, and circle around the last the in the second line of this sentence.

23. Draw a figure that is square in shape. Divide it in half by drawing a straight line from its northeast corner to its southwest corner, and then divide it once more by drawing a broken line from the middle of its western side to the middle of its eastern side.
24. Print a word that looks the same whether it is printed frontwards or backwards.

25. Write down on the line provided, what you read in the triangle below:

```
Paris
in the
the spring
```

26. In the third square below, write the second letter of the fourth word.

```
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
</table>
```

27. Write right from the left to the right as you see it spelled here.

28. Divide a vertical line in two equal parts by bisecting it with a curved horizontal line that is only straight at its spot bisection of the vertical.

29. Write every other word in this first line and print every third word in the same line, (original type smaller and first line ended at comma) but capitalize the fifth word that you write.

30. Draw five circles that have one common inter-locking part.
VOTER SUPPRESSION LESSON

Anticipatory Set – Teacher announces a “pop quiz”. Those who pass will receive a reward (early lunch, free time, etc.) The “pop quiz” is the Louisiana Literacy Test.

Administer Louisiana Literacy Test – The test time is timed at 10 minutes. One wrong answer results in a failing grade. The passing of this test was used as a voting requirement in Louisiana until 1964. Following the test, consider showing the 3-minute video: We took the Louisiana Literacy Test www.youtube.com/watch?v=HcnoV_S9258

Objective and Purpose – The student will be able to identify examples of voter suppression and determine appropriate courses of action.

Input –
1. Guided reading of Handout – Voter Suppression Following the Civil War
2. Work with a partner: You are a member of a political party that wants to stop people from a different party from voting against your ideas/issues. Devise two laws that you could put into place that would make it difficult for them to vote.
3. Write your “laws” on two slips of paper provided by the teacher.
4. Students’ proposed laws go into a hat, which already contains real samples of actual voter suppression laws that the teacher has provided – Historical Examples of Voter Suppression

Modeling - Teacher draws one slip of paper from the hat and demonstrates thinking aloud whether this may be an actual law or one developed by students. Records the answer on answer sheet.
   Students take out a piece of paper to record their answers. The teacher randomly draws and reads items from the hat. For each “law” read, students indicate on their paper whether they believe the law is REAL/NOT REAL.

Guided Practice -
After drawing all items, and recording their thoughts, the class discusses each item as teacher shares REAL answers. Did students devise laws that were similar to actual state laws?

Independent Practice -
Write a paragraph explaining the voter suppression diagram from Center for Civic Education’s, “We the People” - Level 3
OR
Write a paragraph explaining three things citizens could/should do if their government makes unfair laws. This could be used as an evaluation of previous work or as a starting point for continuing lessons.

The Civil Rights Movement & Voting Rights Act of 1965
Finally, as a result of the Civil Rights Movement and the Voting Rights Act of 1965, voter registration among Southern blacks jumped from 29% in 1960 to 62% in 1970.
In Mississippi, registration skyrocketed from 5.2% in 1960 to 71% in 1970.

Achieving Women's Suffrage
The struggle for voting rights was not limited to African Americans. For over 70 years, women of all social
classes fought for the right to vote. Largely inspired by gender segregation (separation) imposed at an anti-slavery convention in London, women in the United States began organizing for the right to publicly participate in elections. In 1848 a group of men and women gathered in New York State to hold the Seneca Falls Convention, marking the official beginning of US women’s suffrage. This demand was furthered by the creation of organizations like the League of Women Voters, headed by leaders such as Elizabeth Cady Stanton (1815-1902) and Susan B. Anthony (1820-1906) and Alice Paul (1885-1977).

In the 1800s, women gained the vote in the United States in places such as the Wyoming Territory. The women's suffrage movement was also furthered by achievement in foreign countries such as in the new, egalitarian (equal) societies of New Zealand (1893) and Australia (1902).

In Oregon, after decades of work by tireless leaders like Abigail Scott Duniway, women gained the right to vote in 1912 through the initiative process, a process whereby registered voters sign a petition to have an issue placed on the ballot for all to vote on; in this case, whether or not women should be allowed to vote in elections. Years later, in 1920, women across the United States finally achieved suffrage with passage of the 19th Amendment to the U.S. Constitution.

**Lowering the Voting Age to 18**

The last extension of franchise (the right to vote) occurred in 1971 when the voting age was lowered to 18 with the passage of the 26th Amendment. This Amendment passed largely because many people saw an injustice when 18-20 year olds were forced to fight in the Vietnam War yet were not allowed to vote.
UNIT 3: YOUR VOTE IS YOUR VOICE

Core Standards 10, 18, 19, 20, 21
Grade Level Standards HS.34., HS.57., HS.60., HS.61.

OBJECTIVE

Students should understand:

- Those who don’t vote allow others to make important decisions for them
- Low voter turnout may lead to a different election outcome than if voter turnout is high
- One vote can make a difference

BACKGROUND

Each election, important decisions are made that affect everyone, yet each election, hundreds of thousands of Oregonians choose to not vote. It is especially concerning when young people aren’t taking time to study issues and cast their ballots. Statistics show, many Oregonians of any eligible age are not voting. And, by not voting, they are allowing others to make important decisions for them. Please compare voting turn out figures carefully. Find out if percentages are based on registered or eligible voters, for example.

During the 2016 general election over a million eligible Oregonians did not vote. Some of these non-voters were eligible but not registered to vote. Elections are won or lost by far fewer votes. That trend continues. Over a million REGISTERED voters did NOT vote in the May 2016 primary election.

Despite our need for improvement, Oregon has historically had high voter participation compared with other states. In 2016, with the implementation of the Oregon Motor Voter Law, 270,000 new voters were automatically registered at Oregon DMVs. Of these newly registered voters, 44% did not follow through during the election. Overall, 80.3% of our voting age population voted, a record high. Our ballots cost ~$3.50 each to produce and process. We urge each voter to make our shared expenditures count.

Voting patterns across the United States seem to differ between cities and rural areas, industrial and farming regions, and general locations. Some areas of the country tend to vote Democrat on a regular basis, while other regions tend to vote Republican on a regular basis. Still, there are millions of eligible voters across the United States who fail to come out to the polls every two years.

Factors influencing an individual’s propensity to vote include age, election type, and whether one's parents have been regular voters. Other considerations include the voter’s interest in issues, choices on the ballot, how she/he feels about politics and government in general, and the health of the economy.
VOTER PARTICIPATION

Overall Turnout

As a rule, more voters participate in general elections than in primary elections.

**General Election Turnout in Oregon**

<table>
<thead>
<tr>
<th>Year</th>
<th>Registered</th>
<th>Voted</th>
<th>Turnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>2,553,806</td>
<td>2,051,448</td>
<td>80.30%</td>
</tr>
<tr>
<td>2014</td>
<td>2,174,763</td>
<td>1,541,782</td>
<td>70.09%</td>
</tr>
<tr>
<td>2012</td>
<td>2,199,360</td>
<td>1,820,507</td>
<td>82.77%</td>
</tr>
<tr>
<td>2010</td>
<td>2,068,798</td>
<td>1,487,210</td>
<td>71.89%</td>
</tr>
<tr>
<td>2008</td>
<td>2,153,914</td>
<td>1,845,251</td>
<td>85.67%</td>
</tr>
<tr>
<td>2006</td>
<td>1,976,669</td>
<td>1,399,650</td>
<td>70.81%</td>
</tr>
<tr>
<td>2004</td>
<td>2,141,249</td>
<td>1,851,671</td>
<td>86.48%</td>
</tr>
<tr>
<td>2002</td>
<td>1,872,615</td>
<td>1,293,756</td>
<td>69.09%</td>
</tr>
<tr>
<td>2000</td>
<td>1,954,006</td>
<td>1,559,215</td>
<td>79.80%</td>
</tr>
<tr>
<td>1998</td>
<td>1,965,981</td>
<td>1,160,400</td>
<td>59.02%</td>
</tr>
<tr>
<td>1996</td>
<td>1,962,155</td>
<td>1,399,180</td>
<td>71.31%</td>
</tr>
</tbody>
</table>

Source: [http://www.oregonvotes.org/pages/history/stats](http://www.oregonvotes.org/pages/history/stats)

**Primary Election Turnout in Oregon**

<table>
<thead>
<tr>
<th>Year</th>
<th>Registered</th>
<th>Voted</th>
<th>Turnout</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>2,281,555</td>
<td>1,231,843</td>
<td>54%</td>
</tr>
<tr>
<td>2014</td>
<td>2,113,430</td>
<td>758,604</td>
<td>35.90%</td>
</tr>
<tr>
<td>2012</td>
<td>2,021,263</td>
<td>787,847</td>
<td>38.98%</td>
</tr>
<tr>
<td>2010</td>
<td>2,033,951</td>
<td>846,515</td>
<td>41.62%</td>
</tr>
<tr>
<td>2008</td>
<td>2,008,957</td>
<td>1,170,526</td>
<td>58.26%</td>
</tr>
<tr>
<td>2006</td>
<td>1,965,939</td>
<td>758,393</td>
<td>38.58%</td>
</tr>
<tr>
<td>2004</td>
<td>1,862,919</td>
<td>864,833</td>
<td>46.42%</td>
</tr>
<tr>
<td>2002</td>
<td>1,839,070</td>
<td>858,524</td>
<td>46.68%</td>
</tr>
<tr>
<td>2000</td>
<td>1,808,080</td>
<td>927,351</td>
<td>51.29%</td>
</tr>
<tr>
<td>1998</td>
<td>1,906,677</td>
<td>665,340</td>
<td>34.90%</td>
</tr>
<tr>
<td>1996</td>
<td>1,851,499</td>
<td>698,990</td>
<td>37.75%</td>
</tr>
</tbody>
</table>


**Party Affiliation**

Those registered with a major party also tend to participate at higher rates than those registered with a minor party or non-affiliated voters (NAV). This is true for general and primary elections.

**Percentage Voting in Oregon General Elections**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dem</th>
<th>Rep</th>
<th>NAV</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>87.9%</td>
<td>89.3%</td>
<td>61.1%</td>
<td>69.8%</td>
</tr>
<tr>
<td>2014</td>
<td>75.9%</td>
<td>77.2%</td>
<td>57.6%</td>
<td>59.7%</td>
</tr>
<tr>
<td>2012</td>
<td>86.3%</td>
<td>87.9%</td>
<td>71.7%</td>
<td>75.1%</td>
</tr>
<tr>
<td>2010</td>
<td>75.1%</td>
<td>79.5%</td>
<td>56.8%</td>
<td>59.9%</td>
</tr>
<tr>
<td>2008</td>
<td>89.1%</td>
<td>88.3%</td>
<td>76%</td>
<td>77.1%</td>
</tr>
<tr>
<td>2006</td>
<td>75.4%</td>
<td>75.6%</td>
<td>57%</td>
<td>57.1%</td>
</tr>
<tr>
<td>2004</td>
<td>88.8%</td>
<td>89.7%</td>
<td>78.9%</td>
<td>76.1%</td>
</tr>
<tr>
<td>2002</td>
<td>72%</td>
<td>76%</td>
<td>53%</td>
<td>51%</td>
</tr>
<tr>
<td>2000</td>
<td>83%</td>
<td>86%</td>
<td>67%</td>
<td>61%</td>
</tr>
<tr>
<td>1998</td>
<td>63%</td>
<td>66%</td>
<td>41%</td>
<td>36%</td>
</tr>
<tr>
<td>1996</td>
<td>75%</td>
<td>79%</td>
<td>54%</td>
<td>45%</td>
</tr>
</tbody>
</table>

**Percentage Voting in Oregon Primary Elections**

<table>
<thead>
<tr>
<th>Year</th>
<th>Dem</th>
<th>Rep</th>
<th>NAV</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>69.4%</td>
<td>60.8%</td>
<td>20.7%</td>
<td>27.8%</td>
</tr>
<tr>
<td>2014</td>
<td>40.3%</td>
<td>45%</td>
<td>20.3%</td>
<td>23.3%</td>
</tr>
<tr>
<td>2012</td>
<td>44.5%</td>
<td>46.9%</td>
<td>19.8%</td>
<td>24.7%</td>
</tr>
<tr>
<td>2010</td>
<td>45.4%</td>
<td>50.5%</td>
<td>23.3%</td>
<td>26.6%</td>
</tr>
<tr>
<td>2008</td>
<td>75.8%</td>
<td>55.9%</td>
<td>29.4%</td>
<td>32.6%</td>
</tr>
<tr>
<td>2006</td>
<td>43.7%</td>
<td>44.7%</td>
<td>21.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>2004</td>
<td>54.1%</td>
<td>51.6%</td>
<td>26.5%</td>
<td>27.3%</td>
</tr>
<tr>
<td>2002</td>
<td>54%</td>
<td>51%</td>
<td>26%</td>
<td>27%</td>
</tr>
<tr>
<td>2000</td>
<td>56%</td>
<td>58%</td>
<td>32%</td>
<td>29%</td>
</tr>
<tr>
<td>1998</td>
<td>40%</td>
<td>40%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>1996</td>
<td>43%</td>
<td>45%</td>
<td>17%</td>
<td>13%</td>
</tr>
</tbody>
</table>

Age

There is a very strong connection between age and voter participation. Young people are consistently underrepresented at elections; this is particularly true for primary elections and for local and special elections. From US Census data “Voting and registration rates tend to increase with age. In the United States in 2012 only 41.2 percent of 18-to-24-year-olds voted, compared with 72.0 percent of those 65 and older.”

(https://thedataweb.rm.census.gov/TheDataWeb_HotReport2/voting/voting.html)

Voting and registration by age in United States: 2012

Source: Current Population Survey, Voting and Registration Supplement

OREGON’S 50% TURNOUT REQUIREMENT—“Double Majority”

In 1997, Oregonians approved a ballot measure requiring at least 50% voter participation to pass most local revenue raising measures. This is often referred to as the "double majority" because to pass a measure, a majority of those who vote must support the measure AND at least 50 percent of those registered must vote. This gives power to people who decide not to vote, because, in effect, not voting counts as a "no" vote. This also underscores the need for accurate voter rolls. Since the double-majority requirement went into effect, dozens of local measures received support from a majority of those who voted, yet ended up failing, due to low voter turnout.

In the May 19, 1998, Primary Election, Ballot Measure 53 offered Oregonians the opportunity to repeal the double majority requirement. Voters defeated the repeal proposal by 319,871 to 303,539. It appeared again on November 2008 ballots as Measure 56. The passage of this measure effectively eliminated the double-majority requirement for primary and general elections.
ACTIVITY/ASSIGNMENT IDEAS

The purpose of classroom exercise “Who's Making the Rules in Oregon?” is to give students the experience the effect of not having their vote count.

1. Give each student a slip of paper to serve as a ballot. Half of these ballots should be marked with an "X" on the back. Ask them to vote "yes" or "no" on a controversial question such as, "Should school sports teams be funded on a per participant basis," or "Should it be required that those under 18 be in school or working toward their G.E.D. to obtain and maintain a drivers' license?"

   Tabulate and announce results by writing them on the board. Now tabulate the marked ballots only and write the results on the board.

   Are the results any different? Can students see any problems in letting 60 percent of the class decide the issue for the entire class? Remind students that only about 71% percent of eligible voters (of voting age) were registered and only 35.9% of registered voters participated in the 2014 Oregon Primary Election.

2. Display the Power of the Vote PowerPoint presentation to students and briefly review each example of the difference one vote made. Choose 2-3 examples and have students imagine how the course of world events would have changed if that one vote had not been cast.

3. Design a political slogan. A popular bumper sticker reads, "Democracy is not a Spectator Sport." Have students explain what this means. Encourage them to design their own bumper sticker or slogan to express their feelings about citizens' responsibility in terms of political participation.

4. Have students conduct a poll of friends, family & neighbors over 18 years old. Students should ask:
   
   Are you registered to vote?
   Did you vote in the last election?
   Do you plan to vote in the November 4, 2014 General Election?

   If the answer to any question is no, students should ask the reason why. Poll results should be tallied and discussed at the classroom level.

DISCUSSION QUESTIONS / ESSAY TOPICS

1. List some plausible reasons people don't vote. Write a short explanation of why you agree or not.

2. Imagine that one of your friends told you that they don't plan to vote as a "personal protest against bad government." How effective do you think their "personal protest" will be? What other methods of protest might your friend use to express their dissatisfaction with government?

3. What do you think about the mindset that, “People don’t have a right to complain if they don’t vote.” Explain your answer and give examples.

4. List five reasons why low voter participation might be a problem in a democratic society?

5. Why should citizens spend time informing themselves about public issues, participating in elections and monitoring performance of public officials? Why not leave it up to others? Support your answer with examples.
6. Can you name some political groups?
• Identify some of the issues being discussed
• Who are the groups supporting these issues?
• Does low voter turnout allow groups with narrow interests to have too much power? Why or Why not? Use specific examples.

7. How do you think the following historical figures who struggled and fought for the right to vote would view today's low voter turnout?
   Martin Luther King, Jr.    Susan B. Anthony    Patrick Henry

8. Identify five reasons so many young people don't vote. What could be done to improve turnout among young people?

9. How many students have parents that vote regularly? Do you think you will model your parents' participation or lack thereof? (Statistics show that non-voting parents produce non-voting children.)

10. Students claim that 18-24 year olds don't vote in part because candidates do not come to them or address issues important to them. With a limited campaign budget, why would a candidate spend time and money on young voters---or address issues important to them---when the candidates know that a large percentage of that group won't bother to vote?

11. What motivates citizens to participate in local, state, and national elections?

12. Should there be incentives (for example, tax deductions) to vote in a democratic society? (Currently, it is illegal to offer tangible incentives for people to vote such as a free lunch, movie passes or money.) Why or why not? Would incentives lead to discrimination? Why or why not?

Modifications

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

This unit allows many different types of learners to succeed because it relies heavily on kinesthetic learning and verbal interaction, so fewer modifications may be needed for students.
WHO'S MAKING THE RULES? CLASSROOM EXERCISE

The following exercise features issues of interest to students. These “ballot measures” do not reflect the actual ballot measures that students will be requested to vote on during the Oregon Student Mock Election. These issues have been chosen solely for this exercise.

Teacher to class:
"Each election, important decisions are made that affect everyone, yet each election, hundreds of thousands of Oregonians choose to not vote. What is especially concerning is that young people in particular aren't taking the time to study issues and cast their ballots. Instead of telling you about voter participation in Oregon, I want to show you, by holding a mock election. Imagine that this class represents the state of Oregon. I have four important ballot measures that you, as a state, must vote on. But before we decide these measures, we need to identify who our voters are."

**Step I: Identify the Voters**

If you have a class of 30 students simply use the calculations below to determine your “voters.”

<table>
<thead>
<tr>
<th>Oregon</th>
<th>Nov 2016</th>
<th>Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>4 million</td>
<td></td>
</tr>
<tr>
<td>Est. Eligible Voters</td>
<td>2.9 million/87.5% of total population</td>
<td></td>
</tr>
<tr>
<td>Registered Voters</td>
<td>2.5 million/87.5% of eligible voters</td>
<td></td>
</tr>
<tr>
<td>Actual Voters</td>
<td>2 million/80.3% of registered voters</td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Est. Eligible Voters</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Registered Voters</td>
<td>14</td>
<td></td>
</tr>
<tr>
<td>Actual Voters</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

http://www.oregonvotes.gov/doc/history/nov62016/G12_Voter_Reg_Participation.pdf (data rounded for class use)

Count off the students who are:
- old enough to vote
- registered to vote
- voters

Have the “non-voters” (everyone else) scoot their desks away from the “voters” for dramatic effect.
Hand out 4 small pieces of paper (i.e. ballots) to the voters.

In a class of 30, you should only have 12 students left -- the voters.

**Step II: Make Voter Demographics Real**

Explain that the median population voting age (i.e. those eligible to vote) is 43, but the median age of those who actually vote is between 50-60, depending on the election (general, special, primary).
If possible, replace a few student voters with adults to reflect the older age of voters.
Ask the “voters” to imagine that they are 63, retired, and living on a modest fixed-income from savings and social security. They own their home and don't have any children or grandchildren in the local school system. Their major elections considerations are crime prevention and asset preservation. Ask what effect, if any, age has on people who vote? Have them list examples of differences between young and old voters. Ask students what effect
this overrepresentation of older people may have on election outcomes? Ask what would happen if younger people voted at higher rates?

**Step III: Announce, Discuss, Vote on Ballot Measures**

Explain that voters and non-voters are allowed to offer short pro or con ballot measure arguments. (After all, most non-voters have opinions about the issues on the ballot.)

Read the first ballot measure aloud and write a shortened version of the question on the blackboard (e.g. Mandatory military/national service?)

Call on student volunteers to present their arguments, making sure they clearly state whether they support or oppose the measure.

Allow about 5 minutes for arguments and then say "OK, let's vote!" Have student voters write “yes” or “no” on one of their slips of paper.

Ask a non-voting student to quickly gather the ballots.

Have the student call out the "yes" and "no" votes.

Tally results on the blackboard and write the vote result (e.g. Pass, Fail) at the end of the question on the blackboard.

Quickly move on to the next measure.

**Note:**

Students may have questions about some of the measures. Teachers may provide clarification and model how to consider the many sides of ballot measures. Students should understand that, like the electorate, they must make a decision based on the wording of the question before them.

Students may want to make suggestions to improve the proposal. This is an opportunity for teachers to explain that a major difference between the legislative and initiative processes is that initiative proposals do not undergo a hearing process. The public does not usually have an opportunity to suggest ideas to improve initiative proposals.

The following mock measures are suggested for this exercise:

**Measure 1: Military/National Service**
Should Oregon's high school graduates be required to serve either one year in the military or in a national service program like Americorps, to give back to their communities, expose them to new environments, and earn money for college?

**Measure 2: School Weapons Search**
Should all Oregon middle and high schools use metal detectors and random locker checks to protect students from guns and other violent weapons?

**Measure 3: Minimum Wage**

**Measure 4: College Funding**
Should state income tax dollars be used to pay for a scholarship to any college or university -- equivalent to average Oregon public university tuition -- for students who graduate from high school with at least a 3.5 GPA and who qualify for the scholarship based on financial need?
Step IV: Discuss the Exercise

To non-voting students:
How did the voters do? Do you agree with all the decisions made for you?
How did it feel to have others make all the decisions for you?

To all students:
Why do you think so many people, especially young people, don’t vote?
If you wanted to convince a friend of yours to vote, what would you say?
**THE POWER OF THE VOTE HANDOUT**

1645: ONE VOTE gave Oliver Cromwell control of England

1649: ONE VOTE caused Charles I of England to be executed

1776: ONE VOTE made English our official language, instead of German

1876: ONE VOTE saved President Andrew Johnson from being removed from office

1876: ONE VOTE changed France from a monarchy to a republic

1876: ONE VOTE in Electoral College gave Rutherford B. Hayes the Presidency.

1923: ONE VOTE gave Adolph Hitler leadership of the Nazi Party

In 1960: John F. Kennedy won (and Richard Nixon lost) the presidential election by a margin of less than ONE VOTE per precinct nationwide.
UNIT 4: REGISTERING TO VOTE

Core Standards 10, 12, 14, 17
Grade Level Standards HS.30., HS.34., HS.57., HS.61., HS.62.

OBJECTIVE
Students should understand Oregon’s voter registration process. They should know how to access a registration form and be familiar with the questions on the form.

BACKGROUND
New voters must register. Voters who move, change their name or want to change party affiliation must update their registration. We’ve made that easier in recent years, following federal and state law changes.

National Voter Registration Act
The National Voter Registration Act, often referred to as the "Motor Voter" Act, was signed by President George Bush in 1993 and took effect in 1995. The Act contains the following provisions designed to make it easier to register to vote:

▪ Citizens must be given the chance to register to vote when applying for, renewing, or changing the address on their driver's license or non-driver ID card.
▪ Voter registration forms must also be available at libraries, schools, banks, and other institutions, to serve people without drivers' licenses.
▪ All states must have a system of mail registration.

According to the League of Women Voters, in the first three months of Motor Voter implementation, two million people registered to vote.

To register to vote in Oregon, you must be:

▪ At least 17 years old
▪ A United States citizen
▪ A resident of Oregon

If you are 17 years of age, you will not receive a ballot until an election occurs on or after your 18th birthday. The 2007 Legislative Session passed HB 2910 to allow an otherwise qualified person who is at least 17 years of age to register to vote.

Oregon’s voter registration form may be downloaded from the Secretary of State’s Elections Division:

You may register in person at a county election office, Department of Motor Vehicles office, or certain public assistance agencies.

Voter registration can also be done by mail. Registration forms are available at county election offices, DMV offices, and many schools, banks, libraries, post offices, and other public buildings. Voter registration cards must be postmarked no later the 21st day before the election at which you intend to vote.

Oregon Motor Voter Act (2016)
On Jan. 1, 2016, Oregon's voter registration law, Oregon Motor Voter, took effect.
This new law makes voter registration automatic, shifting from an opt-in process to an opt-out process. The new law eliminates the need to fill out the voter registration card at the DMV. Instead, eligible Oregonians will receive a mailing from the Oregon Elections Division explaining their options for registering to vote. You will qualify under the Oregon Motor Voter Act if an eligible unregistered voter (over 17 years old, an Oregon resident, and a US citizen) visits the DMV to apply for, renew, or replace an Oregon drivers’ license, ID card, or permit. With the Oregon Motor Voter card, you have three options:

**Do nothing.** You will be registered to vote as a nonaffiliated voter (not a member of a political party). If you do not return the card, this is the default option. You have 21 days from the date the OMV Card is sent to respond; otherwise you will be automatically registered to vote. However, you can unregister at any time after that by contacting your county clerk’s office in writing or in person.

**Choose a political party by returning the card.** Joining a political party will allow you to vote in its primary elections.

**Use the card to opt-out and decline to register to vote.** If you don’t want to be registered, just check the box on the OMV Card to opt out, sign it, and drop it in the mail. A pre-paid postage envelope is included with your OMV letter. We will not register you again unless you change your mind. Then, you can register online or on a paper registration form.

Registered voters may update their address until Election Day. However, those who update during the final seven days may vote only on federal candidates and statewide measures and candidates.

Oregon’s Statewide Political Parties (see Student Handout Oregon’s Statewide Political Parties)
To register to vote in Oregon, you are required to furnish your full name, residence address, date of birth, and signature. You will also be asked to provide your political party preference and a piece of ID.

If you do not want to be affiliated with a political party, you may check the box: Not a member of a party.
You may not designate or change a party affiliation after the 21st day before the primary election.

The major statewide Oregon political parties are Democratic and Republican. Currently registered minor statewide political parties are Constitution, Libertarian, Independent Part of Oregon, Americans Elect, Progressive, Working Families Part of Oregon, and Pacific Green.

Members of minor parties hold conventions to determine which of their candidates will stand at the general election.

Members of major political parties nominate their candidates at a primary election. Only a voter who is registered as a member of a major political party may vote for that party’s candidates at the primary election, unless the party opens its primary to non-affiliated voters. If this is the case, voters who are “non-affiliated” must request a major party ballot from their county election office. (See Student Handout Political Spectrum Survey for more materials on helping students identify their political beliefs.)

*note: non-affiliated voter, “NAV”, is not the same as Independent, a registered political party in Oregon.

All nonpartisan (not associated with a party) offices (e.g. judges, district attorneys, most local positions) are also on the primary election ballot. Any registered voter may vote on these candidate races, regardless of the voter’s political party affiliation.

**Counties Manage Elections**
A County Clerk or Election Officer is responsible for conducting elections within each of Oregon’s 36 counties. They manage registration records, prepare the ballots, hire election workers, and receive and count the votes.
ACTIVITY/ASSIGNMENT IDEAS

Have eligible students download the voter registration form from the Secretary of State's web site http://www.oregonvotes.org/pages/voterresources/regtovote/index.html and review it as a class activity.

Do not have ineligible students fill out official voter registration forms. You can make a mock form by making copies of the registration form and marking VOID over the signature line. Eligible students are 17; students who are 17 but will not be 18 on Election Day may still register but won’t be sent a ballot until the next election when they are 18 years old.

*Note direct online registration found here: https://secure.sos.state.or.us/orestar/vr/register.do?lang=eng
National U.S. Party History PowerPoint presentation

Register voters in your school and community:
National Voter Registration Day is held each September! http://nationalvoterregistrationday.org/
Remember: registration cards must be returned to county elections offices within 5 days of being signed.
For voter registration drive tips, check out the Bus Project: www.busproject.org.
Establish a school-wide program for students who turn 17, to get a birthday card with a voter registration card enclosed. Encourage them to fill it out quickly by offering an incentive such as extra credit, a homework pass, etc.
Develop public policy questions. Divide the class into small groups. Ask each group to create a list of 5 public policy questions. Have students contact Oregon's political parties (included below) to learn if your questions are addressed by state parties' political platforms. Or compare and contrast the position of Oregon's political parties on 5 issues.
Ask students to create a new political party. Have them write a party platform focusing on issues they believe to be important. Encourage them to design a logo and slogan for their party. What strategies would their party adopt to encourage young people to register with their party?
Host a debate. Whether you’re debating party platforms you’ve created, or discussing Oregon ballot measures, hosting an official debate is a way for students to really become experts on the topics they’re discussing. Check with your local City Club to see if they are interested in getting involved and moderating student debates as well! See page 77 for information on hosting debates.

DISCUSSION QUESTIONS / ESSAY TOPICS

During the last decade, Congress, the President, and the states have made the voter registration process more convenient, yet in 2012, nationwide, only 62 percent of those who could register actually did. (http://thedataweb.rm.census.gov/TheDataWeb_HotReport2/voting/voting.html?GESTFIPS=ALL&INSTANCE=Nov+2012)
Why do you think this is the case? What could be done to encourage more citizens to register to vote?

Nationwide, voter registration is lowest among young people, ages 18-29 years old. In 2012, 25% were not registered.
Why do you think this is the case?
How might low voter registration levels lead to under-representation at the ballot box?
What state and national effects do you think that could have?
What could be done to encourage more young citizens to register to vote?
As of June, 2017, Oregon had 2,600,068 registered voters. They included

- 964,208 Democrats (37%);
- 703,100 Republicans (27%);
- 119,252 Independent Party (4.5%);
- 18,779 Libertarians (.72 %);
- 10,142 Pacific Green (.39%);
- 10,299 Working Families Party (.39%);
- 3,607 Constitution Party (.13%);
- 1,867 Progressive (.07%);
- 750,053 Non-Affiliated (29%); and
- 18,761 Other (.72%).

The number of non-affiliated voters has grown rapidly in recent years, from 13% of those registered to vote in 1990, to 29% today.

Why do you think the number of non-affiliated voters has grown?
What are the benefits of registering with a major political party?
With a minor political party?
With no party?

Who is your county clerk? Where is your county election office located? Hint: http://sos.oregon.gov/elections/Pages/countyofficials.aspx

Modifications

To help students who struggle with reading, complete the political survey as a whole class, which will allow all students to hear the statements and allow clarification of specific ideas. This will help all students fully comprehend the statements so they can make the best decision regarding their political beliefs.

Handouts

Oregon’s Statewide Political Parties
Party Contact Information
Voter Registration Form (download from the Secretary of State’s web site): Click Here!
OREGON’S STATEWIDE POLITICAL PARTIES HANDOUT

Major Statewide Political Parties: Democrat and Republican
An affiliation of voters becomes a major statewide political party when:
Its candidates for presidential elector at the last presidential election received at least 15% of the total votes cast for presidential elector, OR:
Its candidate for any single partisan state office received at least 15% of the total votes cast in the last election for that office.

After becoming a major statewide political party, a number of electors equal to at least 3% of the number of electors registered in Oregon must have registered as members of the party.

Major political party candidates may file to appear on the primary election ballot by paying a fee or by gathering signatures on a petition.

To establish a minor statewide political party, an affiliation of voters must file a petition containing signatures of a number of registered voters equal to 1.5% of the total number of votes cast for all candidates for Governor at the most recent election where a Governor was elected to a full term.

To maintain “minor statewide political party status”, a minor political party must:
Get at least 1% of total votes cast for all candidates, for any single partisan state office, to be voted on in the state at large, for one of its statewide public office candidates, at the general election AND;
Achieve a party membership of registered voters equal to at least 0.1% of total votes cast in the state for all candidates for Governor at the most recent election at which a candidate for Governor was elected to a full term.

Minor political parties may nominate candidates to appear on the general election ballot.

Use of Party Name
Each major and minor political party has the exclusive right to use the whole party name or any part of it.
PARTY CONTACT INFORMATION

Democratic Party of Oregon
232 NE 9th Ave
Portland, OR 97232
Phone: 503-224-8200
Fax: 503-224-5335
Email: director@dpo.org Web site: www.dpo.org

Oregon Republican Party
PO Box 1586
Lake Oswego, OR 97035
Phone: 503-595-8881
Fax: 503-697-5555
Email: info@orgop.org Web site: www.oregonrepublicanparty.org

Libertarian Party of Oregon
7100 SW Hampton, Suite 201
Tigard, OR 97223
Email: johannstein@gmail.com Web site: www.lporegon.org

Pacific Green Party
Eugene Growers Market Office
454 Willamette St, Ste. 219
Eugene, OR 97401-2643 or
Email: info@pacificgreens.org Web site: www.pacificgreens.org
Constitution Party of Oregon
1252 Redwood Ave.
Phone: 541-659-4313
Grants Pass, OR 97526
Email: jackbrown@jackbrown.org

Working Families Party
333 SE 2nd Ave
Portland, OR 97214
Phone: 503-841-7161
Alejandro Juarez
Communications Director
Email: ajuarez@workingfamilies.org

Independent Party
9220 SW Barbur Blvd
Portland, OR 97219
Email: info@indparty.com

Progressive Party
411 SW 2nd Ave, Suite 200
Portland, OR 97204 Phone:
503/548-2797
Email: jimhanna@quest.net
UNIT 5: OREGON ELECTIONS

Core Standards 10, 14, 17, 20, 21  Grade Level Standards HS.27., HS.29.

OBJECTIVE
Students should understand when we vote and what we vote on. They should be familiar with Oregon's vote-by-mail process, our campaign finance system, our term limit laws, and the difference between an initiative, referendum and referral.

BACKGROUND
When Do We Vote on What?
There are three basic election levels in the American political system: national, state & local. (See Student Handout Elected Offices).

Oregon law provides for two major statewide elections each even-numbered year: a primary election in May and a general election in November. In addition, special or local elections may be held in March, May, September or November.

Elections may be held on the:
Second Tuesday in March
Third Tuesday in May
Third Tuesday in September
First Tuesday after the first Monday in November

At the primary election, voters registered with a major political party -- currently Democratic and Republican -- nominate candidates to run in the general election. Citizens registered as non-affiliated or to a minor party cannot nominate major party candidates at the primary election.

All voters may vote on nonpartisan contests (e.g. judges, district attorneys, Commissioner of the Bureau of Labor and Industries, most local offices, ballot measures) that are also held at the primary election. If one nonpartisan candidate wins more than half of the votes in the primary, that candidate will either be elected or stand alone on the general election ballot. This varies by County policy.

Ballot measures that began as citizen initiatives may only appear on general election ballots. Referrals and referenda may appear as ballot measures on special, primary or general election ballots.
Vote-by-Mail
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 with 69 % in favor to 31% opposed. Oregon is currently the only state with an all vote-by-mail system although other states are seriously considering it. (See Student Handout Vote-by-Mail).

Campaign Finance
Although the law requires disclosure on campaign finance, there are NO limits on how much an individual can contribute to a political campaign. (See Student Handout Campaign Finance in Oregon).

Initiatives, Referenda & Referrals
In Oregon, citizens have the right to enact laws by subtracting or adding constitutional amendments and statutes. Although there are other states allowing such citizen action, Oregonians are especially active in their right to act as do-it-ourselves lawmakers. Since 1904, Oregonians have voted on nearly 300 statewide initiatives. (See Student Handout Initiatives, Referenda & Referrals).

Counties Manage Elections
A County Clerk or Election Officer is responsible for conducting elections within each of Oregon's 36 counties. They manage registration records, prepare the ballots, hire election workers, and receive and count the votes. Visit their web site to get all contact information for the county elections office in your county:

ACTIVITY / ASSIGNMENT IDEAS

1. Do a Jigsaw Activity to help students understand the information presented on the Student Handouts. First, divide the class into 4 groups (or more if necessary to accommodate class size). Label these “expert groups” on Elected Offices, Vote-by-Mail, Campaign Finance, or Initiatives, Referenda, & Referrals.

Distribute the appropriate Student Handout to each group (if using more than 4 groups allow more than one group to do the Initiatives, Referenda, & Referrals due to its length).

Before moving students into groups explain that they will form “expert groups” where they will learn everything they need to know about a particular topic, which they will then be responsible for sharing in small groups with new group members. Ask for any questions.
Allow students to move into their expert groups. Give students 10-15 minutes to make sure all members are “experts” on the given topic. Notify students when it is time to move into new groups where they will teach each other about their topic and take notes on what they learn.

Allow students to move into their new groups to teach each other. When all members have shared their “expert” information, bring the class back to a large group and have a few individuals summarize the key points of each topic.

2. Allow students to propose ballot measure ideas. Have students divide into small groups to brainstorm proposals for state ballot measures. After selecting one idea, students should write a ballot title for their measure including:
A caption of not more than 10 words identifying the measure’s subject matter. (A constitutional amendment caption should begin with the phrase, “Amends Constitution:” which does not count for purposes of the 10-word limit.)
A statement of not more than 15 words describing the effect of a "yes" vote.
A statement of not more than 15 words describing the effect of a "no" vote.
A concise and impartial summary statement of not more than 85 words, describing the measure and its major effect.
Each group should present their ballot title to the class. Additionally, they should explain the purpose of their measure, and what they would say to convince people to vote for their measure.

3. Encourage students to volunteer or to observe their county elections office ballot processing on election night. (See handout “Oregon’s County Election Offices”)

4. Help students understand how to use government resources by displaying the Oregon Blue Book: http://bluebook.state.or.us and navigating through the web site to find the information presented on the Student Handout It’s in the Oregon Blue Book! Go through the first few questions together and then either assign the rest of the research worksheet as class work, homework or extra credit.

DISCUSSION QUESTIONS / ESSAY TOPICS

1. What suggestions, if any, do you have for improving elections in our community?

2. In 1992, Oregon voters passed an initiative limiting statewide officials to two 4-year terms in office and legislators to three 2-year terms in the House and two 4-year terms in the Senate. The law was overturned in 2000. Do you agree with the term limits law? Do you believe voters should decide through elections when it is time for an incumbent to leave office? Consider the benefits and drawbacks of each scenario. Explain your answer.

3. Do you agree with court decisions ruling that restricting campaign contributions and spending would violate free speech rights? Explain in detail why or why not.
4. Do you believe it is a good idea to permit voters to initiate (start) new laws? To initiate constitutional amendments? To reject new laws? Explain in detail why or why not.

5. Do you believe we should make it more difficult to amend the Oregon Constitution?  
   Should more signatures be required?  
   Should we require a 2/3-majority vote?  
   Should we require an amendment to pass in two consecutive elections?  
   Explain in detail why or why not.

6. Do you agree with the U.S. Supreme Court decision preventing states from banning payments to those who solicit (ask for) signatures for a petition? Explain in detail why or why not.

7. Why do you think there have been so many more initiatives in recent years? Explain your answer.

**Modifications**

Create cooperative groups for students to create their own ballot measures (Activity 2). Use the *Choose your Role* handout to assign roles to each group member.

This unit allows many different types of learners to succeed because it allows for cooperative group work and relies heavily on verbal interaction therefore few Modifications may be needed for students.

**Handouts**

*Elected Offices*
*Vote-by-Mail*
*Campaign Finance in Oregon*
*Initiatives, Referenda and Referrals*
*It's in the Online Oregon Blue Book!*
*Oregon’s County Election Offices*
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
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.

How it Works
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.
CAMPAIGN FINANCE IN OREGON HANDOUT

Oregon Does Not Limit Campaign Contributions or Expenditures
Oregon law requires campaign finance disclosure, but there are no limits on the amount anyone can contribute to a political campaign, or the amount that can be spent by any candidate or anyone supporting or opposing a ballot measure. [http://www.ncsl.org/research/elections-and-campaigns/campaign-contribution-limits-overview.aspx](http://www.ncsl.org/research/elections-and-campaigns/campaign-contribution-limits-overview.aspx)

The Oregon Legislature attempted to limit campaign spending with a 1975 law. But the Oregon Supreme Court ruled that such limits violated the Oregon Constitution's free speech guarantee. Subsequently, the U.S. Supreme Court ruled that states cannot limit spending without violating the U.S. Constitution's free speech provision.

Meanwhile, campaign spending increased rapidly during the 1980s and 1990s and, in spite of various efforts to create contribution limits over the years, is still escalating. By 2010, the two major candidates for Governor spent $15 million, up from $4.2 million in 1994. Legislative candidates spent $18.6 – $20.3 million during the 2007-2008 campaign, depending on the data source, compared to $10.1 million in 1994. The average cost of running for the Oregon House of Representatives in 1974 was $3,000; for the Senate, about $6,000. By 1994, it cost approximately $30,000 for the House and $60,000 for the Senate.

Ballot measure spending fluctuates depending on how many measures are in play. It has also increased per ballot measure. In 1994 spending on 19 measures amounted to $17.1 million. In 2006, ten measures attracted $18.5 million in donations.

Most States Limit Contributions
While courts have rejected campaign spending limits as violations of free speech, federal courts have allowed some limits on the amount any person or organization may contribute. Most states have enacted donation restrictions. Oregon is one of a handful of states, according to the National Conference of State Legislatures, with no limits on campaign contributions or spending. The others are Missouri, Utah and Virginia. Seven have minimal limits; the other 39 regulate them.*

Reformers encouraged the Oregon Legislature to approve limits, without success. As a result, two citizen initiatives proposing campaign finance reform were placed on the ballot in 1994.

1994 Ballot Measures 6 proposed amending the Oregon Constitution to prohibit candidates from using campaign contributions from persons who live outside the candidate's election district. Voters approved the idea by a 53-47 margin. But a federal judge quickly ruled that Measure 6 violated the U.S. Constitution's free speech guarantee, ruling that Americans have the constitutional right to support any candidate, regardless of where they live.
1994 Ballot Measure 9
Voters also approved a second measure by a 72-28 margin. No person or political action committee (PAC) could contribute more than $100 per election to a legislative candidate or $500 to a statewide candidate. Contributions to candidates by corporations and labor unions were banned. The law also imposed limits on gifts to PACs and parties, and on party gifts to candidates. Finally, the measure included voluntary spending limits for various offices, with the Voters' Pamphlet revealing which candidates complied.
Oregon's tax credit for political contributions ($50 for an individual) only applied to contributions to candidates who accepted the voluntary limits.

As a result of the new law, campaign contributions and spending for candidates dropped sharply in 1996. But the Oregon Supreme Court ruled most of the law violated the Oregon Constitution's free speech guarantees. Their ruling meant the Oregon Constitution must first be amended to allow campaign contributions and/or expenditure limitations before laws can take effect specifying such limitations.
The court's unanimous 1997 ruling invalidated the various campaign contributions limits, effectively returning Oregon to a “no limits” position.

More recently, the 2006 Ballot Measures 46 and 47 again called for strict spending limits (47) and the constitutional authority to impose such limits (46).

2006 Measure 46 amended the Oregon constitution to allow laws regulating election contributions and expenditures, if adopted by initiative or 3/4 of both legislative houses.

2006 Measure 47 limited individual contributions -- to $500 in statewide contests and $100 in all others -- and barred corporate and union contributions. It also would have set limits on contributions to all types of political committees.

Oregon voters passed the statute and declined to pass the constitutional amendment. The Secretary of State and the Attorney General determined shortly after the election that since Measure 46 didn't pass, they did not have sufficient legal basis for enforcing the provisions of Measure 47. But the drafters of 47 argue that it's still the law, duly passed by voters, and so it should be enforced unless and until a court strikes it down as unconstitutional.

In January 2012 the Oregon Supreme Court considered arguments related to Measure 47. The question asks whether the state should enforce regulations set by Measure 47, despite the fact that the companion amendment (Measure 46) was defeated by voters in 2006. As of June, 2012 the Court has not yet made a ruling. The case is Hazell v. Brown. Peter Wong, “Campaign-finance regulations go before high court,” Statesman-Journal, Salem, OR, 1/12/2012
INITIATIVES, REFERENDA & REFERRALS HANDOUT

State Officials- 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.

Initiative and Referendum amendment- 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.

Oregon Constitution- 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.

The Oregon System

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.

Voters faced 18 initiatives, 1 referendum and 7 referrals on the 2000 general election ballot. In 2010 there were 4, suggesting a downward trend. As of July, it looks like there will be 5 in 2014.

Source: http://www.iandrinstitute.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, 127 of the 367 initiatives on the ballot since 1902 have passed. (Oregon Blue Book 2017)
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. 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.

Various Reforms Proposed
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. As part of this registration, petition circulators must also complete a training course and use signature sheets prepared by the Secretary of State.
IT’S IN THE ONLINE OREGON BLUE BOOK! HANDOUT

www.bluebook.state.or.us

NATIONAL

1. How many federally recognized Native American tribes are there in Oregon? __________

2. Was U.S. Senator Jeff Merkley ever Speaker of the Oregon House of Representatives? _______

3. Where did U.S. Senator Ron Wyden earn his bachelor’s degree in Political Science?

________________________________________________________

4. How many of Oregon's five U.S. Representatives are women? _______

5. What is the web site address for the White House? _________________________

6. Which of the following countries does not have a consulate in Oregon: Italy, Japan, Mexico, Thailand, Peru, Czech Republic? __________

STATE

1. What is the age requirement for being Governor of Oregon? _______

2. What are 3 duties of the Secretary of State? _____________________________

______________________  _____________________________

3. The Attorney General is in charge of the Department of__________.

4. The Commissioner of the Bureau of Labor and Industries enforces state laws prohibiting discrimination in employment, ________________, public accommodation, and vocational, professional and trade schools.

5. The Superintendent of Public Instruction is head of the Department of Education. Is the Superintendent responsible for the quality of education in high schools only? ___

6. Name 3 state commissions: _________________________________

______________________  _____________________________
LOCAL

1. In the 242 cities in Oregon, ______________________ serve as the highest authority within city governments in deciding issues of public policy.

2. In which counties do you find the following Oregon cities:
   
   Antelope ______________________
   Bonanza ______________________
   Drain ______________________
   Echo ______________________
   Fossil ______________________
   Green Horn ______________________
   Island City ______________________
   King City ______________________
   Mt. Angel ______________________
   Sodaville ______________________
   Sweet Home ______________________
   Talent ______________________
   Wood Village ______________________

3. How many counties are there in Oregon? ________________

FACTS

1. What is the name of Oregon's official state song? _________________________________

2. What did the 1989 Legislature designate as Oregon's official state nut? ______________

3. Which state agency publishes the Oregon Blue Book every 2 years? _________________
IT'S IN THE ONLINE OREGON BLUE BOOK! ANSWER SHEET
www.bluebook.state.or.us

NATIONAL

1. How many federally recognized Native American tribes are there in Oregon? (9)
2. Was U.S. Senator Jeff Merkley ever Speaker of the Oregon House of Representatives? (yes)
3. At what school did U.S. Senator Ron Wyden earn his bachelor's degree in Political Science? (Stanford University)
4. How many of Oregon's 5 U.S. Representatives are women? (1)
5. What is the website address for the White House? (www.whitehouse.gov)
6. Which of the following countries does not have a consulate in Oregon: Italy, Japan, Mexico, Thailand, Peru, Czech Republic? (Peru)

STATE

1. What is the age requirement for being Governor of Oregon? (30)
2. What are 3 primary duties of the Secretary of State? (auditor of public accounts, chief elections officer, chief records officer of the state)
3. The Attorney General is in charge of the Department of (Justice).
4. The Commissioner of the Bureau of Labor and Industries enforces state laws prohibiting discrimination in employment, (housing), public accommodation, and vocational, professional and trade schools and has authority to initiate a "commissioner's complaint" on behalf of victims of discrimination.
5. The Superintendent of Public Instruction is head of the Department of Education. Is the Superintendent responsible for the quality of education in high schools only? (no)
6. Name 3 state commissions: (multiple answers)
LOCAL

1. In the 242 cities in Oregon, (city councils) serve as the highest authority within city governments in deciding issues of public policy.

2. In which counties would you find the following Oregon cities:

Antelope ..................... (Wasco)
Bonanza ..................... (Klamath)
Drain ......................... (Douglas)
Echo .......................... (Umatilla)
Fossil ........................ (Wheeler)
Green Horn .................. (Baker)
Island City ................... (Union)
King City ..................... (Washington)
Mt. Angel .................... (Marion)
Sodaville ..................... (Linn)
Sweet Home .................. (Linn)
Talent ........................ (Jackson)
Wood Village .............. (Multnomah)

3. How many counties are there in Oregon? (36)

FACTS

1. What is the name of Oregon's official state song? (Oregon, My Oregon)

2. What did the 1989 Legislature designate as Oregon's official state nut? (hazelnut)

3. Which state agency published the Oregon Blue Book every 2 years? (Secretary of State)
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

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

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