

GUIDE TO THE DELAWARE ELECTORAL PROCESS



High School Lesson Plans

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Students use a variety of community resources in this lesson to investigate how a citizen gets his or her name on the ballot in Delaware, how he or she is nominated to be a candidate, the qualifications needed to be a candidate, and the duties of various state and federal offices.

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Students will learn the various qualifications and procedures for participating in an election. This lesson provides a general guideline of the requirements and procedures for voting in Delaware. Students will use a variety of resources to investigate these requirements and procedures.

CIVICS AND GOVERNMENT LESSONS FOR GRADES 9-12

INTRODUCTION

EDUCATIONAL OBJECTIVES

Civics and Government Lessons is a program designed to:

- Provide an introduction to the National Student/Parent Mock Election
- Prepare students for the 21st century
- Promote active learning vs. passive learning
- Increase understanding of the principles and ideals underlying the American political system
- Increase student understanding of constitutional democracy
- Promote an understanding of the responsibilities, rights, and privileges of U.S. citizens
- Develop the civic skills necessary for effective, participatory citizenship

INSTRUCTIONAL PLANNING

The *Civics and Government Lessons* contains five lessons that include a variety of activities. While the activities in these lessons are interrelated and sequential, they can be used independently or in any combination to create or enhance a unit in Civics or Government. Since the lessons are flexible, they can accommodate anywhere from a one-day overview lesson to a two-week in-depth unit.

CORRELATIONS WITH DELAWARE STATE CIVICS STANDARDS

These lessons are correlated with the Delaware State Civics Content Standards. This program of lessons is aimed at creating politically aware citizens capable of facing the critical issues inherent in the 21st Century.

MATERIALS

This guide contains instructional procedures for all lessons and activities, background information on each lesson, and lesson objectives to accompany each lesson. Teaching materials included to assist the teacher are:

- Readings
- Handouts
- Overhead Transparencies
- Worksheets
- Charts

ACTIVITIES

These Instructional materials are organized into student activities that provide dynamic opportunities for students to learn about issues that can directly affect their lives. Each lesson is organized the same way, detailing applicable grade levels, subjects, time needed, materials needed, state standards, objectives, background information, and teaching procedures. All lessons contain Extended Activities to enhance the lesson or fit the teaching style of the individual teacher.

LESSON 1

WHAT IS THE FUNCTION OF ELECTIONS IN A DEMOCRACY?

SUBJECT: Civics

GRADES: 9-12

TIME: 1 1/2 Hours (1 block or two 45 minute periods)

MATERIALS:

- Photocopies of Handout 1 (2 per student) included
- Photocopies of Student Worksheet 1 (1 per student and 1 per group) included
- Photocopies of Reading 1 (1 per student) included

STATE STANDARDS:

Civics Standard 1 - Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy

[GOVERNMENT] Grades 9-12

Civics Standard 3 - Students will understand the responsibilities, rights and privileges of United States citizens

[CITIZENSHIP] Grades 9-12

Civics Standard 4 - Students will develop and employ the civic skills necessary for effective, participatory citizenship [PARTICIPATION] Grades 9-12

concepts such as constitutional government, democracy, and consent of the governed. The interview activity and the small group exercises introduce issues related to the importance of elections, accountability of government officials, and protecting citizens against the abuse of power. One aspect of the lesson raises the question: do you agree with the idea that if you participate in an election, you agree to abide by the outcome of that election? Another aspect of the lesson addresses the responsibilities that voters have if the candidate they supported loses the election.

PURPOSE

When teaching the American electoral process there is a need to review the function of elections in a democratic society. Students must understand the concept of a limited government and the role of the constitution as well as their own individual role as a participating citizen. This will help them understand the responsibilities, rights and privileges of United States citizens as is described in Civics Standard 3.

LESSON OBJECTIVES

Students will be able to:

- Explain the concepts of “democracy” and “constitutional democracy”
- Explain the function of elections in a democracy
- explain the differences between Athenian democracy and U.S democracy
- Identify what the Constitution forbids the government to do
- Explain some essential characteristics of Democratic elections

INTRODUCTION

This lesson introduces students to the role of citizens and the functions of elections in a democratic society. The reading in this lesson develops understanding of basic

LESSON PROCEDURES

ACTIVITY 1: Conducting An Interview

1. As an out of class assignment, ask students to interview adults or some of their peers (we recommend at least two interviews per student). Distribute a copy of **Student Handout 1: Conducting an Interview** to each student. Encourage students to interview individuals in different age groups and in a variety of occupations. This handout should be given to students several days before the start of the lesson. Be sure to review with the class tips for conducting an interview (see the top of Student Handout 1). You may want to have students include additional questions in their interviews.

2. **GROUPS** - Divide the class into small groups (we recommend groups of 4). Students will now engage in a follow up cooperative learning activity called **Teammates Consult**. For instructions on **Teammates Consult** see **Teacher Handout 1** in **Appendix A** at the end of the lessons. Distribute an additional copy of **Student Handout 1** to each group to be completed using their interview sheets. Give students **15 minutes** to complete Student Handout 1 in groups.

3. **LARGE GROUP DISCUSSION** - You should discuss **Student Handout 1** by calling on one student at random in each group for individual accountability until all questions have been discussed (see teacher answer sheet in the teachers materials at the end of this lesson). (**15 minutes**)

ACTIVITY 2: Reading

1. Distribute **Reading 1** to each student. Students are to complete Reading 1 individually or:

OPTION - Paired Reading (we recommend this method) Students are put into pairs sitting facing each other. Each student in

the pair will alternate reading a paragraph orally until finished. (**5 minutes**)

2. **WORKSHEET** - Students remain in pairs to complete **Student Worksheet 1** using **Reading 1**. (**15-20 minutes**)

3. **LARGE GROUP DISCUSSION** - You should call on individuals or pairs to share their answers with the class until you have discussed all the questions on **Student Worksheet 1**. (**15-20 minutes**)

EXTENDED ACTIVITIES

1. **EDITORIAL** - Students will analyze the issue of a mandatory voting law and write an editorial or letter to the editor suggesting a method of increasing voter participation in the United States. [PARTICIPATION]

2. **WRITTEN REPORT** - Students will write a three page paper contrasting democratic and authoritarian methods of selecting government leaders. [GOVERNMENT]

WHAT IS THE FUNCTION OF ELECTIONS IN A DEMOCRATIC SOCIETY

Student Reading 1

Literally, “democracy” means “rule of the people.” In the democracies of ancient Greece, where the idea of democracy was born more than 2,400 years ago, citizens gathered together in the outdoors to make decisions about public policy.

Although today, U.S. citizens sometimes gather together to decide certain things, usually they don’t make most decisions themselves. Instead, they vote for representatives who make decisions in their name. That is what happens in most elections.

“Democracy” today also means “constitutional democracy,” “Constitutional” democracy means limited government; “limited government” means that government can’t do anything that it wants to; by law it has to stick to what the constitution allows it to do. And it is not allowed to do what the constitution says it can’t do. That is why it is called “constitutional democracy.”

The first ten amendments to the Constitution, known as the “Bill of Rights,” is the most famous source of constitutional limitations on government. The Bill of Rights forbids Congress from establishing an official religion or prohibiting religious freedom; abolishing freedom of the press or assembly; or preventing people from peaceably petitioning government about their grievances. In addition, the Bill of Rights prevents government from doing a number of other things. It prohibits forcing people’s homes from being used to house soldiers in time of

All states have constitutions that distribute the powers of state and local government and limit the powers of government. State constitutions also have bills of rights that may offer even greater protection than the U.S. Constitution’s Bill of Rights.

Democracy also refers to the right of all adult citizens to participate in self-government. In the United States this means that virtually every adult citizen can **vote and hold public office** (People convicted of serious crimes and some mentally impaired people cannot vote). American democracy is based on the idea of equal citizenship and equality before the law.

It is important to understand that in democracies such as our own, power is conceived as flowing “upward” from the people to those elected to govern. This wasn’t the case in many types of governments throughout history. In Europe, for example, from the Middle Ages until the 1600s, kings claimed that their powers came from God, not the people.

With the victory of the American revolution in 1783, a different idea started spreading and now spans the globe. That is why the famous American writer Ralph Waldo Emerson (1803-1882) wrote that the first shot of the American Revolution was “the shot heard ‘round the world.”

Ever since 1776 when the words of the Declaration of Independence rang out declaring that the “just powers” of government are derived “from the consent of the governed,” elections have been the means by which the governed have consented.

At first, however, not every adult citizen could vote. The victory of “universal suffrage” (the ability of all adult citizens to vote) lay in the future. But the principle had been laid down for all of humanity to see that government should not govern without the consent of the people. It is difficult to see how people could effectively give their consent without elections. It does not seem possible, therefore, for democracy to exist without some form of elections by which people agree to allow the government to exercise power.

Another aspect of democracy is that it requires elections to be free, fair, and regular. Most non-democratic governments hold elections. But these elections are merely “staged.” They pretend to be making real decisions, but they are not. The outcome of the election is determined by the government before it is even held.

Democracies, on the other hand, hold elections that are real contests between candidates. It is true that some elections in American democracy are pretty much “one-sided”; but that is because the people freely vote for the same political party or individual. It is not because someone determines the outcome ahead of time.

Elections are free if they are open to all parties and persuasions. Elections are fair if their procedures are fair. For example, political parties opposing the government must have free access to media such as television and radio. Opposition newspapers must not suddenly find out just before the elections that newsprint is unobtainable or obtainable only at prohibitive rates. Ballot boxes must not be stuffed; the dead cannot be found to have voted; some voters must not have voted more than once, and so on.

Elections are “frequent” if too much time does not pass between them. Usually, not more than five years may pass between national elections for the governments of democracies.

Free, fair, and frequent elections in democracies play a significant role in

maintaining a free society and ensuring that democracy really means something and is not just a word that sounds nice that everyone favors.

Elections, therefore, act as means of **protecting the electorate** from the abuse of power by government. Having the legal means to protect themselves from such abuse is of the greatest importance to any society. Lord Acton, an English historian in the 19th century is famous for saying that “Power tends to corrupt; and absolute power corrupts absolutely.” If voters believe that elected officials have abused their power, they will use elections, in the traditional phrase, “to throw the bums out.”

Free, fair, and frequent elections have uses in addition to their ability to protect the public. First, whether or not elected officials have abused power, elections are among the most influential avenues available to democratic citizens to **influence government policy**. Second, on a practical level, elections perform the mundane but nevertheless essential function of **selecting individuals to fill public office**. Democracy cannot proceed without the fulfillment of this function.

Ultimately, democratic elections constitute the **peaceful transfer of power** from one group to another. Securing domestic peace is one of democracy’s most significant and successful accomplishments. The frequency within democratic countries of fighting over who will hold the reigns of power bears testimony to democracy’s value as preserver of the peace.

People who don’t care about elections aren’t taking care of their rights. They act as if they don’t care about what government does with their rights. Informed, responsible voting protects rights from government abuse of power. This is one reason why everyone should be concerned with elections. Everyone’s freedom is at stake.

Source: *Guide To The Electoral Process*.

Center for Civic Education, Tuscon, Az.

WHAT IS THE FUNCTION OF ELECTIONS IN A DEMOCRACY

Student Handout 1

INTERVIEW

INSTRUCTIONS: Interviews are sessions in which one person (the “interviewee”) is asked questions by another (the “interviewer”). Interviews can take place in person, by telephone, or on-line. To conduct a good interview, it is important that the interviewer not put words in the mouth of the interviewee by suggesting answers or by asking leading questions. It is also important the interviewer not express an opinion about the interviewee’s answers. The interviewer is to remain neutral throughout the interview. The interview is to be conducted in a cordial, businesslike way. The interviewer should be courteous no matter what answers are given and should thank the interviewee at the end of the interview.

Name _____ Date _____

Occupation _____

1. What type of political system do we have in the United States?

2. What is the difference between direct democracy in Athens Greece and Democracy in the United States today?

3. What do you think is meant by the term “constitutional democracy:?”

4. What do you think should be the role of citizens in a democracy?

Student Handout 1: INTERVIEW (continued)

5. Why do we have elections in a democratic society?

6. What suggestions, do you have for improving elections in our community?

7. Where do you go to register to vote?

8. What are the requirements to register to vote?

9. What is a referendum?

10. Is it important for citizens to vote? Why? Why not?

11. If you are registered, where do you vote?

WHAT IS THE FUNCTION OF ELECTIONS IN A DEMOCRACY

Student Worksheet 1

Name _____
Subject _____

Date _____
Block or Period _____

1. What arguments can you make in support or opposition to the idea that it is important that elections in our country be:

- **Free -**

- **Fair-**

- **Frequent-**

2. Give examples from your own experience, or from what you have learned, about the ways an election accomplished each of the following:

- made a government official accountable for his or her actions: _____

- protected citizens against the abuse of power: _____

Student Worksheet 1: (continued)

- influence or changed a government policy _____

- promoted domestic peace: _____

3. If elections are an expression of our consent to be governed, what responsibilities do you have if the candidate you supported loses the election? _____

4. Do you agree with the idea that if you participate in an election, you agree to abide by the outcome of that election? Why? If not, why not? _____

TEACHER MATERIALS

WRITTEN BY DELAWARE TEACHERS

WHAT IS THE FUNCTION OF ELECTIONS IN A DEMOCRACY

Student Handout 1

INTERVIEW ANSWER KEY

1. What type of political system do we have in the United States? **The U.S. has a Representative Democracy or a Republic.**
2. What is the difference between direct democracy in Athens Greece and Democracy in the United States today? **In Greece, all citizens participated in the decision making process. In the U.S. citizens elect Representatives to make decisions for them. In Greece, not all people were citizens and were allowed to participate.**
3. What do you think is meant by the term “constitutional democracy?” **Constitutional democracy means limited government. Limited government means that government can’t do anything that it wants to; by law it has to stick to what the constitution allows it to do. And it is not allowed to do what the constitution says it can’t do. That is why it is called constitutional democracy.**
4. What do you think should be the role of citizens in a democracy? **The role of citizens should be to participate in self-government. More than 2,300 years ago, Aristotle defined the citizen as one who “rules and is ruled in turn.”**
5. Why do we have elections in a democratic society? **Without elections democracy could not exist.**
6. What suggestions, do you have for improving elections in our community? **Answers will vary.**
7. Where do you go to register to vote? **Answers will vary.**
8. What are the requirements to register to vote? **You may register to vote if you are: A U.S. Citizen; A permanent resident of Delaware; At least 18 years old on the date of the next General Election; Not a convicted felon; Not mentally incompetent.**
9. What is a referendum? **Referendums are laws passed by state legislatures that are submitted to the electorate to pass or strike down.**
10. Is it important for citizens to vote? Why? Why not? **Elections and voting make government accountable to the people who elect its top officials. Accountability makes government responsible. Elections make government accountable to the people who elect the government officials.**

Guide to the Delaware Electoral Process

LESSON 2

WHAT ARE POLITICAL PARTIES?

SUBJECT: Civics

GRADES: 9-12

TIME: 3 Hours (2 blocks or four 45 minute periods)

MATERIALS:

Photocopies of Handout 1 (1 per student) included

Photocopies of Handout 2 (1 per student) included

Photocopies of Handout 3 (1 per student) included

Photocopies of Handout 4 (1 per student) included

Photocopies of Student Worksheet 1 (1 per student) included

Photocopies of Student Worksheet 2 (1 per student) included

Thermofax copies of Overhead 1 & Overhead 2 (made into transparencies) hard copies included

STATE STANDARDS:

Civics Standard 2 - Students will understand the principles and ideals underlying the American Political system [POLITICS] Grades 9-12

Civics Standard 4 - Students will develop and employ the civic skills necessary for effective, participatory citizenship [PARTICIPATION] Grades 9-12

engage in an activity in which they will determine their positions on the political spectrum. They will learn the definitions of the political terms: radical, liberal, moderate, conservative, and reactionary. They will apply this knowledge to various current issues in the United States today. After making connections between the political ideologies and the two major political parties, students will better understand the parties, their roles, and their importance.

PURPOSE

The Civics standards devote an entire standard to politics and a large component of this standard is devoted to political parties. It is difficult to understand how any good citizen could participate in the democratic process without a fundamental knowledge and appreciation of the roles and functions of the two major parties. This lesson engages students in exciting activities that will help them better understand the entire political process in the United States.

LESSON OBJECTIVES

Students will be able to:

- Define political parties
- Identify the various roles of political parties
- Explain the function of party platforms
- Describe the various political ideologies on the political spectrum
- Apply the political ideologies to various current issues
- Explain the various ideological positions on current issues
- Describe the connections of these ideological positions and the two major political parties in the United States.

LESSON 2: (continued)

INTRODUCTION

Students will learn about the role of political parties in the democratic political process in the United States. During this lesson, the students will form their own political party and draft a party platform. Students will

LESSON PROCEDURES

ACTIVITY 1: Unscramble Activity

1. Divide the class into small groups. (we recommend four students in each group). Distribute a copy of student **Handout 1**, Roles of Political Parties to each student. Ask students to read the definition of a political party (top of Handout 1) and then complete the unscramble activity together in groups. Give students **10 minutes** to complete the handout. You should then ask students to identify the major roles in each statement by underlining them in as few words as possible. Give the students a few minutes to work together in groups to complete underlining the major roles. You may use **Overhead #1** (see Teacher Materials at the end of this lesson) to go over the answers to the major roles of political parties. (**15-20 minutes**)

ACTIVITY 2: Creating a Political Party

1. Students will remain in their small groups. Explain to the class, “now that you know the roles of political parties, you are going to create your own political party and draft a political platform.” Each group will give their political party a name and develop a symbol that represents the party’s public image before beginning this activity. Groups will have **5 minutes** to complete this task.

2. The major task of each group is to draft a party platform. Distribute **Handout 2**, Party Platform. Be sure the students understand the definition of a party platform (top of Handout 2). **A party platform is a written declaration of the principles and policy positions of a political party.** You should also identify in advance four issues which each group should work on to prepare their party platform. These issues may include minimum wage, environment, health care, taxes, ERA or Equal Rights Amendment (women), federal deficit, abortion, gun control, etc. You should select issues that will be of interest to your students but that

also have a state or national scope. After you have identified the issues, post them on the board. Ask the students to write these four issues on **Handout 2**. Groups will examine

each of the four issues and take a stand on each by coming to a **consensus on their parties position** (Be sure all students understand what taking a stand on an issue means. You might want to give an example of an issue and a party position on it). Explain to the students that their party positions will be presented to the class (Give students **15-20 minutes** to develop their positions).

3. **REPORTS** - After the groups are finished, each party will present their party positions on each issue and identify their name and symbol to the class. The reports can be as follows (**30-40 minutes**):

OPTION 1 - Groups choose one of their members to present all four positions.

OPTION 2 - Each member (if 4 members) could present one of the four issues.

4. **COMPARISON** - Students will now compare their party platform with the Democrat and Republican platforms as developed by the parties in the elections of 1992, 1984, and 1976. You should now present these platforms by using **Overhead 2** (see Teacher Materials at the end of this lesson). Ask students to analyze the positions and how they relate to their platform. Have students draw conclusions from this comparison. (**10-15 minutes**)

ACTIVITY 3: Political Spectrum

1. Distribute **Handout 3** to each student to individually complete. You should explain to the students that this is an attitude survey. Their responses will not be counted toward their grade. The purpose of this survey is for them to determine their position on the political spectrum. Students start by hypothesizing where they think they might be on the political spectrum---write radical, liberal, moderate, conservative, or

reactionary in the space above labeled hypothesis. Next, mark one response to **LESSON 2: (continued)**

each of the statements by circling one of the numbers below their responses. When students are finished, ask them to add up their numbers and place themselves on the political spectrum and follow the directions on the second page. **(10-15 minutes)**

ACTIVITY 4: Teammates Consult

1. Distribute to each student a copy of **Student Worksheet 1** and **Student Handout 4**. Explain to the students they will work in groups to complete Student Worksheet 1 using **Student Handout 4**. See procedure for Teammates Consult in Appendix A at the end of the lessons. **(20 minutes)**

2. LARGE GROUP DISCUSSION - You should go over **Student Worksheet 1** by calling on one student in each group for individual accountability until all questions have been discussed (see teacher answer sheet in the teachers materials at the end of this lesson). - **10-15 minutes**

3. Teacher notes - Explain to the students: “now that we have an understanding of the political spectrum, we will now see where the two main political parties fall on the spectrum.” You may need to make a connection between the political spectrum and the political parties at this time.

ACTIVITY 5: Political Party Similarities and Differences.

1. Students will move back to their original seats for Activity 4. Distribute a copy of **Student Worksheet 2** to be completed individually. **(10-15 minutes)**

2. LARGE GROUP DISCUSSION - You should have the students volunteer answers to **Student Worksheet 2**. (see answer key in the Teachers materials at the end of this lesson). You should give students time to discuss each of the statements in Part A and discuss their responses in Part B. **(15 minutes)**

EXTENDED ACTIVITIES

1. POSITION PAPER - Students will choose an issue that is important in the upcoming election in Delaware and write a position paper on the issue. The students would then do research to find out which candidates agree with their position.

2. PARTY PLATFORM COMPARISON - Students would contrast the Republican and Democratic platforms for the upcoming election in Delaware.

WHAT ARE POLITICAL PARTIES?

Lesson 2

Student Handout 1

Political Parties : Definition

A political party is a group of citizens organized to win elections, control government, and influence and set public policy.

UNSCRAMBLE ACTIVITY: Roles of Political Parties

DIRECTIONS: Unscramble the words in capital letters in each of the sentences below that describe a specific role or function of political parties in the United States. Write the unscrambled words in the appropriate blanks that follow the statement.

1. Political parties must first CIRTUER candidates to run for office. _____
2. In the United States, political parties nominate or TSELEC candidates. _____
3. A major function of political parties in the U.S. is to inform or CDETAUE the public. _____
4. Political parties often have members and candidates that disagree on various political issues. Thus, a very important role for political parties is to reduce TCILFONC. _____
5. In order to get as much political participation as possible, political parties organize GERTSIRANOIT drives. _____
6. In order to get their candidates elected, political parties provide PPSUTOR for their candidates. _____
7. Political parties in the U.S. set goals for the nation by developing a party TALPMROF. _____
8. Next, the party must put the party platform in action by getting the candidate CTELEED. _____
9. When a particular party succeeds in winning an election it gets to ATSFF the government. _____
10. When a particular party loses an election, it then functions in the role of the “loyal opposition” to the party in power. It serves to ICIRTECZI government policies for consideration by the voters. _____

WHAT ARE POLITICAL PARTIES?

Lesson 2

Student Handout 2: PARTY PLATFORM

Party Platform : Written declaration of the principles and policy positions of a political party.

“To me party platforms are contracts with the people” - Harry S. Truman

DIRECTIONS: Write the four issues your teacher identifies for you in the spaces provided. Discuss these issues with your party (group) and take a stand by coming to a consensus. Read the example below to help with this process.

Examples:

Issue - health care (Students would only need one of the two sample positions)

Position: We support an affordable health care plan for all Americans

Position: We oppose government control of health care

Issue #1 _____

Party position: _____

Issue #2 _____

Party position: _____

Issue #3 _____

Party position: _____

Issue #4 _____

Party position: _____

WHAT ARE POLITICAL PARTIES?

Lesson 2

Student Handout 3

Name _____

Hypothesis _____

POLITICAL SPECTRUM

DIRECTIONS: Where do you stand on the political spectrum? To find out, read each statement below. Then circle the number that most closely represents your opinion. When you finish, add the numbers you have circled. You can then find your political ideology on the scale that follows the statements.

	Strongly Agree	Agree	Disagree	Strongly Disagree
1. There should be a Constitutional Amendment outlawing abortions .	4	3	2	1
2. The federal government should increase social-welfare programs to the poor.	1	2	3	4
3. Federal defense spending should be greatly increased.	4	3	2	1
4. The federal government should restrict the ownership of handguns .	1	2	3	4
5. Voluntary prayer and Scripture reading should be allowed in public schools.	4	3	2	1
6. Gays should have the same rights as any other individual including the right to marry.	1	2	3	4
7. I agree with government censorship of books, films, and television to protect children.	4	3	2	1
8. I favor increased taxes to reduce our national debt.	1	2	3	4
9. Individuals should pay for their own medical insurance not businesses.	4	3	2	1

Student Handout 3 (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree
10. Affirmative Action programs (require minorities to be given preference when equally qualified with others) in hiring practices should be enforced.	1	2	3	4
11. I believe in the death penalty for first degree murder.	4	3	2	1
12. Illegal drugs should be legalized by the federal government.	1	2	3	4
13. I am in favor of a swift bombing attack on any country that holds American citizens hostage.	4	3	2	1
14. I am not in favor of cutting government spending to reduce the national debt.	1	2	3	4

DIRECTIONS: Add the numbers to each of your responses. You can then find your political ideology on the Political Continuum below. Circle where you are on the political continuum and write that position in the space below:

POLITICAL CONTINUUM

RADICAL	LIBERAL	MODERATE	CONSERVATIVE	REACTIONARY
14-20	21-30	31-37	38-46	47-56

I am a _____

WHAT ARE POLITICAL PARTIES?

Lesson 2

Student Handout 4

FIVE POLITICAL TERMS

RADICAL

Favors extreme and immediate change; willing to use violence; change comes in the form of a new society or system

REACTIONARY

Favors extreme and immediate return to the good old days willing to use violence; change comes in the form of society as it once was

LIBERAL

Favors progress and reform; works for reform within existing systems; looks to the future for an improved society

MODERATE

Favors a nonviolent practical approach to solving society's problems; may be liberal or conservative in outlook depending upon a given issue

CONSERVATIVE

Favors society as it is or the status quo; opposed to abrupt change and values traditions

Radicals - (on the far left wing) favor rapid, and immediate change in the existing social, economic, and political order. They may be willing to resort to revolution to accomplish such change.

Liberals - (on the left wing) think that the government should actively promote social reform to increase individuals well-being. Liberals believe that change is a good thing. The change desired by liberals, however, is peaceful change within the existing political system.

Moderates - (located in the middle) people whose attitudes and opinions on issues are located somewhere between liberal and conservative and may include some of both. Moderates usually are thought of as people who are tolerant of others' opinions and not likely to hold extreme view on issues.

Conservatives - (on the right wing) favor the status quo, that is, keeping things as they are. Although not totally opposed to change, conservatives are cautious and hesitant about new policies. They feel that the government should, as much as possible, stay out of the private citizens' lives and businesses.

Reactionaries - (on the far right wing) advocate a return to a previous state of affairs, often a social order or government that existed earlier in history. Reactionaries, like radicals, may be willing to go to extremes to attain their goals.

WHAT ARE POLITICAL PARTIES?

Lesson 2

Student Worksheet 1

DIRECTIONS, Part A: Categorize each of the following ideologies by placing the letter of each opinion in the blank next to the most appropriate label.

Example:

Issue: Handgun Control

- d Radical
 - c Liberal
 - a Moderate
 - e Conservative
 - b Reactionary
- hunting

- a. Support citizens having guns but with restrictions
- b. Support right of citizens to organize militias
- c. Support gun control
- d. Confiscate all citizens guns
- e. Support the right of citizens to have guns for protection and hunting

Issue: Employment Opportunities for Women

- _____ Radical
- _____ Liberal
- _____ Moderate
- _____ Conservative
- _____ Reactionary

- a. Women should have the same employment opportunities as men
- b. Women should stay at home until their children are grown
- c. Businesses should provide flexible hours to help working mothers
- d. Women should be given priority over men in all employment areas
- e. Men should have the highest-paying jobs because they are the breadwinners

1. Give an example of legislation that a liberal might favor regarding this issue.

2. Give an example of legislation a conservative might favor.

3. Which attitude do you agree with regarding employment opportunities for women? Why?

DIRECTIONS, Part B: Write an example of an opinion on the issue of abortion to represent each of the following ideologies. Then answer the question below.

Issue: Abortion

- 1. Radical: _____
- 2. Liberal: _____
- 3. Moderate: _____
- 4. Conservative: _____
- 5. Reactionary: _____

Student Worksheet 1(continued)

6. Which attitude do you agree with regarding abortion? Why?

WHAT ARE POLITICAL PARTIES?

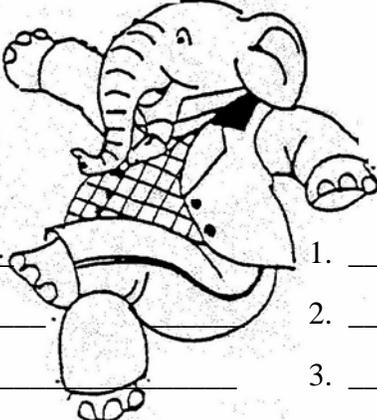
Lesson 2

Student Worksheet 2

DIRECTIONS, Part A: Place an R for all statements that reflects the Republican party; a D for the statements that reflects the Democratic party; or a B if the statement is true about both political parties.

- _____ 1. Organized into neighborhood, state, and national committees.
- _____ 2. Referred to as conservative.
- _____ 3. Being weakened by growing numbers of independent voters.
- _____ 4. Referred to as liberal.
- _____ 5. Has the support of a large number of minorities.
- _____ 6. Develop platforms for presidential elections
- _____ 7. Have official statements of beliefs.
- _____ 8. Supports laws banning abortions.
- _____ 9. Favors the death penalty.
- _____ 10. Supports providing health care to all Americans.

DIRECTIONS, Part B: By the drawing of the elephant, list four characteristics of the “typical” Republican. By the drawing of the donkey, list four characteristics of the “typical Democrat.



1. _____

2. _____

3. _____

4. _____



1. _____

2. _____

3. _____

4. _____

TEACHER MATERIALS

WRITTEN BY DELAWARE TEACHERS

1. **Recruit candidates**
2. **Select candidates**
3. **Educate the public**
4. **Reduce Conflict**
5. **Organize Registration Drives**
6. **Support their candidates**
7. **Develop a party platform**
8. **Get the Candidate Elected**
9. **Staff the government**
10. **Criticize government policies**

OVERHEAD 2: Party Platforms

	<u>DEMOCRATIC PARTY</u>	<u>REPUBLICAN PARTY</u>
Environment (92)	Calls for protection of forests and wetlands	Economic uses of public lands and resources compatible with conservation
Taxes (92)	Favors higher taxes on the wealthiest Americans	Opposes any attempt to increase taxes
Health Care (92)	Supports universal health care for all Americans	Opposes government control of health care
Women (92)	Supports an Equal Rights Amendment to the Constitution	Asserts a commitment to the Rights of women
Abortion (92)	Backs a national law to protect a woman's right to an abortion	Supports a constitutional Amendment banning abortion
Aids (92)	Supports prevention and education campaigns	Promotes marital fidelity, abstinence, and a drug-free lifestyle
Minimum Wage (84)	Supports an increase of minimum wage	Supports lowering minimum wage for youth
Federal Deficit (84)	Focus on defense spending & create a fair tax system	Balanced budget by cutting spending
Military (76)	Cut defense spending	Increase defense spending
Guns (76)	Supports gun control laws	Oppose federal gun control

WHAT ARE POLITICAL PARTIES?

Lesson 2

Student Handout 1

ANSWER KEY TO HANDOUT 1

1. RECRUIT
2. SELECT
3. EDUCATE
4. CONFLICT
5. REGISTRATION
6. SUPPORT
7. PLATFORM
8. ELECTED
9. STAFF
10. CRITICIZE

WHAT ARE POLITICAL PARTIES?

Lesson 2

Student Worksheet 1: ANSWER KEY

Issue: Employment Opportunities for Women

- | | |
|--------------------------|--|
| <u> </u> d Radical | a. Women should have the same employment opportunities as men |
| <u> </u> c Liberal | b. Women should stay at home until their children are grown |
| <u> </u> a Moderate | c. Businesses should provide flexible hours to help working mothers |
| <u> </u> b Conservative | d. Women should be given priority over men in all employment areas |
| <u> </u> e Reactionary | e. Men should have the highest-paying jobs because they are the breadwinners |

1. Give an example of legislation that a liberal might favor regarding this issue.
Possible answers include: legislation to force businesses to provide flexible hours; legislation requiring businesses to hire a certain quota of women in executive positions.
2. Give an example of legislation a conservative might favor.
Possible answers include: legislation to provide tax breaks for families in which mothers stay home; legislation limiting the number of hours mothers can work outside the home.
3. Which attitude do you agree with regarding employment opportunities for women? Why?
Answers will vary, but students should offer logical arguments to support their views.

Issue: Abortion

1. Radical: **Abortions should be free and available to anyone who wants one**
 2. Liberal: **Abortions should be legal for those who choose to have an abortion**
 3. Moderate: **Abortions should be available in cases of rape and incest**
 4. Conservative: **Abortions should be illegal**
 5. Reactionary: **Pass a Constitutional amendment banning abortions**
-
6. Which attitude do you agree with regarding abortion? Why? **Answers will vary but should include a spectrum of opinions.**

WHAT ARE POLITICAL PARTIES?

Lesson 2

Student Worksheet 2: ANSWER KEY

DIRECTIONS, Part A: Place an R for all statements that reflects the Republican party; a D for the statements that reflects the Democratic party; or a B if the statement is true about both political parties.

- B 1. Organized into neighborhood, state, and national committees.
- R 2. Referred to as conservative.
- B 3. Being weakened by growing numbers of independent voters.
- D 4. Referred to as liberal.
- D 5. Has the support of a large number of minorities.
- B 6. Develop platforms for presidential elections
- B 7. Have official statements of beliefs.
- R 8. Supports laws banning abortions.
- R 9. Favors the death penalty.
- D 10. Supports providing health care to all Americans.

DIRECTIONS, Part B: By the drawing of the elephant, list four characteristics of the “typical” Republican. By the drawing of the donkey, list four characteristics of the “typical Democrat.”

- 1. Answers will vary
- 2. _____
- 3. _____
- 4. _____

- 1. Answers will vary
- 2. _____
- 3. _____
- 4. _____

LESSON 3

HOW DOES THE DELAWARE ELECTION PROCESS WORK?

SUBJECT: Civics, Government

GRADES: 9-12

TIME: 2 1/4 Hours (1 1/2 blocks or three 45 minute periods)

MATERIALS:

Photocopies of Handout 1 (1 per student) included

Photocopies of Handout 2 (1 per student) included

Resource Packet including: *Election District Lines Map* of your county in Delaware, *Candidates Filings* list, a booklet titled *They Represent You*, a list of the *Polling Places* and a sample ballot all free from the Department of Elections in each county (1 packet per group or a total of @ 8)

STATE STANDARDS:

Civics Standard 3 - Students will understand the responsibilities, rights, and privileges of United States citizens [CITIZENSHIP] Grades 9-12

Civics Standard 4 - Students will develop and employ the civic skills necessary for effective, participatory citizenship [PARTICIPATION] Grades 9-12

federal offices. Students will identify their Election District, Representative District, Senatorial District, and County District. They will also identify the office holders and candidates running for these and various other local offices. Students will research how a candidate finances his or her campaign and how the candidate might structure his or her campaign, including administrative staff and other campaign workers.

PURPOSE

The Civics standards devote two standards to the issues of citizenship and participation in the civic process. The major focus of this lesson is for the student to learn how participation functions in a democracy and to evaluate the methods of nomination and running for office in the state of Delaware. Students will work in cooperative groups to prepare a portfolio and a presentation illustrating how a candidate runs for political office.

LESSON OBJECTIVES:

Students will be able to:

- Describe how individual citizens might become involved in a political campaign for an elective office in Delaware
- Identify their Election District, Representative District, Senatorial District, and County District
- Identify the office holders and candidates running for various offices in Delaware
- Outline the duties of an elective office in Delaware
- Explain the qualifications needed to be a candidate for an office in Delaware
- Trace the steps a candidate follows to get his or her name on the ballot in Delaware

INTRODUCTION

In this lesson students will use a variety of community resources to investigate how a citizen gets his or her name on the ballot in

Delaware, how he or she is nominated to be a candidate, the qualifications needed to be a candidate, and the duties of various state and

LESSON 3 (continued)

- Describe how a candidate for an office in Delaware finances his or her campaign and how the resources are used
- Develop a brief profile of a recent Delaware candidate

LESSON PROCEDURES

ACTIVITY 1: Map Activity & Researching Political Information (40 minutes)

1. Display a copy of the *Election District Lines Map* of your county in Delaware. This map should be located in the classroom where all students are able to see it. These maps are available by contacting the Department of Elections in your county (You may wish to laminate the map).

2. Teacher Demonstration - You should demonstrate to the class how to use and read the *Election District Lines Map*. Explain and point out to the students that the large bold numbers indicate the Election District followed by the Representative District. Under the large bold numbers, SEN is the Senatorial District and the CM is the County District. Explain that the Election District and the Representative District will give them their polling place.

3. Divide the class into cooperative learning groups. (we recommend groups of four).

4. Distribute Handout 1 to all students and explain that they will be completing this information using a resource packet. They will research and find the office holders from their representative and senatorial districts. They will also find the office holders in their county for various offices. Students are also to find the names of candidates running against these office holders if they are up for reelection.

5. Distribute a resource packet to each group in class (packet should include a *Candidates Filings* list, a booklet titled *They Represent You*, a list of the *Polling Places*, and a sample ballot - all free from the Department of Elections).

4. While the other groups are working on Handout 1, the groups, one at a time, will come up to the large map and locate where each of them live and record, based on where each lives, the Election District, Representative District, Senatorial District, and the County District. It would be helpful if you had stickers for students to visually show where they live by placing a sticker on the map.

ACTIVITY 2: Creating a Portfolio (50 minutes)

1. Now that students have located their Election District, polling place, and identified their representatives, they are now going to investigate more about these offices, the office holders, and the candidates running against some of these office holders. They will do this by creating a portfolio.

2. Distribute Student Handout 2 for homework. Be sure to assign each group an office to investigate for their portfolio (listed at the top of Student Handout 2). Give the students **5 minutes** to plan who will investigate which items on the handout. Tell each group to be ready to work on the portfolio tomorrow in class. Students must be prepared and bring portfolio information and materials to work on. Suggest to the groups that they could for example bring materials to work on a chart, a campaign poster, a cartoon, etc. Explain that they will only have one class period to work on their portfolio. The remainder of the work will be done outside of class.

3. Students will work together in groups on their portfolio for 45 minutes. They should begin to create their posters, charts, ballots, etc. (**45 minutes**)

OPTION: One student in each group may be permitted to conduct further research in the library. These students should be sent to the library while the other students continue to work on their portfolios. One resource in the library might be the internet.

LESSON 3 (continued)

4. Groups will have one week to finish their work on portfolios. You should set a date for the portfolio presentations. These presentations are explained on the bottom of Student Handout 2. (**45 minutes**)

EXTENDED ACTIVITIES

1. WRITING LETTERS - Students will write a letter to an elected official concerning a current issue to find out where this official stands on the issue.

2. RESEARCH PAPER - Students will write a five page paper concerning the potential consequences of not participating in the political process.

HOW DOES THE DELAWARE ELECTION PROCESS WORK?

Lesson 3

Student Handout 1: Election Information

DIRECTIONS: You are to complete the information on this handout by using *Election District Lines Map* (Department of Elections), *They Represent You* (League of Women Voters), list of *Candidate Filings* for your county (Department of Elections), and the *County Polling Places* (Department of Elections).

Representative District _____ Senatorial District _____ Election District _____

County District _____ Polling Place _____
(If you were of voting age)

Governor of Delaware _____ Political Party _____
Office Address _____

U.S. Representative (Delaware) _____
Political Party _____ Phone Number _____
County Office Address: _____

U.S. Senator (Delaware) _____
Political Party _____ Phone Number _____
County Office Address: _____

U.S. Senator (Delaware) _____
Political Party _____ Phone Number _____
County Office Address: _____

County Council Members (Sussex County 5; Kent County 0; New Castle 6)

Name: _____
Name: _____
Name: _____
Name: _____
Name: _____
Name: _____

Mayor (of your town or city- if applicable) _____

School Board Members of your school district:

Name: _____
Name: _____
Name: _____
Name: _____
Name: _____
Name: _____

Student Handout 1: Election Information Continued

Name: _____
Name: _____
Name: _____
Name: _____
Name: _____
Name: _____

Candidates running against office holders:

Name: _____ Office (seeking) _____
Political Party _____ Phone Number _____
County Office Address: _____
*(Political party, phone number and office address only if applicable)

Name: _____ Office (seeking) _____
Political Party _____ Phone Number _____
County Office Address: _____
*(Political party, phone number and office address only if applicable)

Name: _____ Office (seeking) _____
Political Party _____ Phone Number _____
County Office Address: _____
*(Political party, phone number and office address only if applicable)

Name: _____ Office (seeking) _____
Political Party _____ Phone Number _____
County Office Address: _____
*(Political party, phone number and office address only if applicable)

Name: _____ Office (seeking) _____
Political Party _____ Phone Number _____
County Office Address: _____
*(Political party, phone number and office address only if applicable)

Name: _____ Office (seeking) _____
Political Party _____ Phone Number _____
County Office Address: _____
*(Political party, phone number and office address only if applicable)

HOW DOES THE DELAWARE ELECTION PROCESS WORK?

Lesson 3

Student Handout 2: CREATE A DISPLAY OR PORTFOLIO

You will create a portfolio using one of the following elective offices as the subject:

United States Representative from Delaware
United States Senator from Delaware
Mayor
District Court Judge
School Board Member
State Representative
State Senator
Governor
Delaware Attorney General
County Council Member
Sheriff
Clerk of the Peace

Your portfolio should include the following information:

- Duties of the elective office.
- Qualifications needed to be a candidate for this office.
- How a person is nominated to be a candidate for this position.
- How a candidate gets his or her name on the ballot in Delaware.
- A brief profile of a recent candidate for the office and his or her opponent(s), including two or three issues that are important in the campaign (optional).
- How individual citizens might become involved in a political campaign for this elective office.

Your portfolio should include the following graphic material:

- A chart illustrating the steps the candidate had to follow to get elected.
- A campaign poster (you may draw your own).
- A cartoon which illustrates an issue raised during the campaign (you may draw your own) (optional).
- Any photographs or newspaper articles that describe the candidates or the election (optional).

Student Handout 2: (continued)

- A sample ballot, if you can find one (you may create your own).

Presenting your portfolio:

- Your presentation should include a five to ten minute description about what you learned about being a candidate for this elective office.
- You should include an explanation of the graphic material you included in your portfolio.
- All the members of your group should participate equally in preparing the portfolio as well as participating in its presentation.

LESSON 4

VOTING AND NONVOTING

SUBJECT: Civics, Government

GRADES: 9-12

TIME: 2 1/2 Hours (1 3/4 blocks or @ three 45 minute periods)

MATERIALS:

Photocopies of Handout 1 (1 per student) included

Photocopies of Student Worksheet 1 (1 per student) included

Photocopies of Student Worksheet 2 (1 per student) included

Photocopies of Reading 1 (1 per student) included

Thermofax copy of Overheads 1 & 2

Photocopies of Student Questionnaire 1 (1 per student) included

STATE STANDARDS:

Civics Standard 3 - Students will understand the responsibilities, rights, and privileges of United States citizens [CITIZENSHIP] Grades 9-12

Civics Standard 4 - Students will develop and employ the civic skills necessary for effective, participatory citizenship [PARTICIPATION] Grades 9-12

A surprisingly small number of Americans actually vote. A few years ago, more than one hundred countries were ranked according to voter participation. The United States has one of the poorest records of voter turnout. The purpose of this lesson is to identify the reasons why people are nonvoters, understand why people in a democracy should vote, and explore possible ways of increasing voter turnout.

PURPOSE

When teaching the civics standards it is important to have students evaluate the advantages and disadvantages of not participating in the civic process. Students should understand the many reasons people give for not voting and participating in the governmental process. They should know why it is important for citizens to vote in a democracy.

LESSON OBJECTIVES

Students will be able to:

- Explain why citizens should be involved in elections
- Identify the reasons people give for not voting in American elections
- Explain the education factor in voting
- Describe the age factor in voting
- Describe the race factor in voting
- Describe the residence factor in voting
- Explore methods of increasing voter turnout in America

LESSON PROCEDURES

ACTIVITY 1: Cartoon Interpretation (35 minutes)

INTRODUCTION

If you ask people you know who are eligible voters, “so, why didn’t you vote in the last election?” you may hear answers like “I forgot.” “I didn’t have time.” “I thought the candidates were bad.” “It doesn’t make any difference if I vote.” “I had to work on my car.”

LESSON 4 (continued)

1. **SMALL GROUPS** - Divide the class into small groups. (we recommend groups of 4). Distribute **Student Handout 1** and instruct students to interpret the cartoon by answering the questions in groups.

2. **THREE-STAY-ONE STRAY** - When the groups have completed the handout, you should randomly select one student in each group to rotate (stray) clockwise to another group. The students in each group will compare their answers with the strays (new members of the group that rotated). Students should add additional information to Handout 1 after comparing answers. When groups have completed their comparisons, the strayers will return to their original group. The groups will now report and discuss the additional information gathered from the other groups. (10 minutes)

3. **LARGE GROUP DISCUSSION** - You should call on individuals in each group to share their answers with the class until you have discussed all the questions on **Student Handout 1** (This also provides individual accountability in each group). (15 minutes)

4. You should now use **Overhead 1** to explain the reasons Americans give for not voting (See teacher explanations to Overhead 1 in Teacher Materials). (10 minutes)

ACTIVITY 2: Who Votes, Who Doesn't, and Why

1. Students should move back to their individual seats. Give each **Student Worksheet 1** and explain that they are to study the information on the table and then answer the questions that follow. (5 minutes)

2. **LARGE GROUP DISCUSSION** - You should call on individual students for answers to each of the questions and discuss these answers with the entire class. See answer key in the Teachers Materials. (5-10 minutes)

ACTIVITY 3: Reading

1. Distribute **Student Reading 1: Why Should I Vote?** and **Student Questionnaire**. Have students complete the reading and questionnaire at this time. (15 minutes)

2. **LARGE GROUP DISCUSSION** - You should call on individual students for answers to each of the questions on Student Questionnaire 1 and discuss each question. (10 minutes)

3. You should use **Overhead 2** to present to the students situations where one vote did count. Discuss any of the items if there are any questions. (5 minutes)

ACTIVITY 3: Getting Out the Vote

1. Distribute **Student Worksheet 2**. Tell students to imagine they are in charge of a campaign to increase voter turnout in their county. List three tactics they would use. Which groups of people would they appeal to and how? The students are to choose one tactic to describe in detail. (15 minutes)

2. **LARGE GROUP DISCUSSION** - Students will present their ideas to the class on a volunteer basis. The class will discuss the merits of each idea. (15 minutes)

EXTENDED ACTIVITIES

1. **RESEARCH PAPER** - Students will analyze the elections of 1988 and 1992 (Magruder's *American Government book*. 1995. page 147 has a chart that could be used) to explain what factors in the election changed to elect a Democrat in 1992 as opposed to a Republican in 1988.

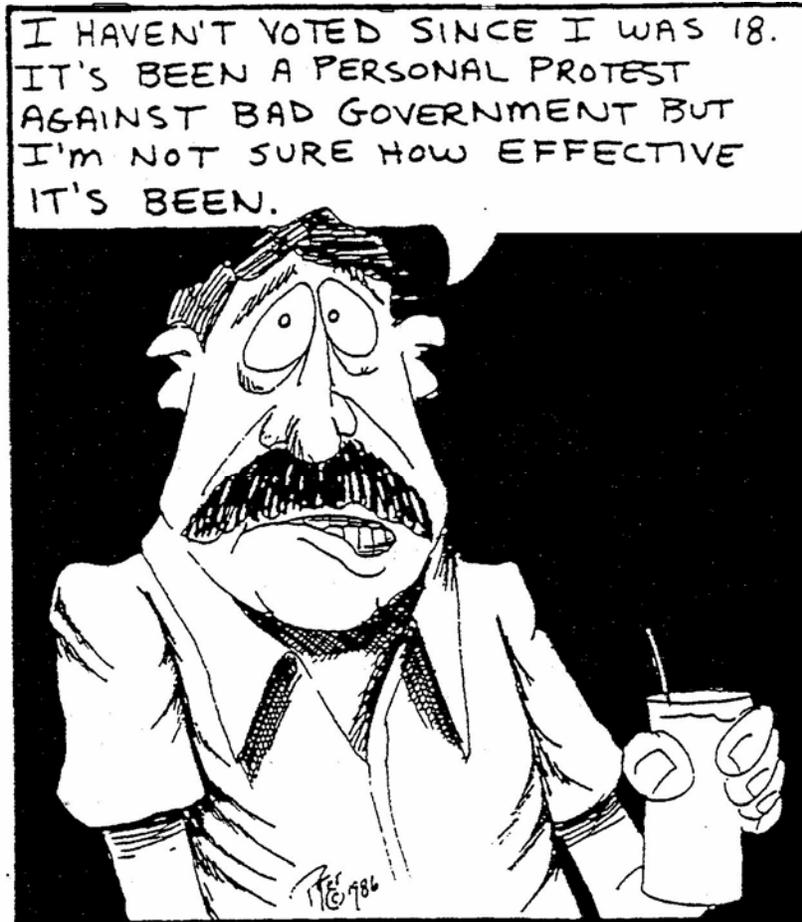
2. **CONGRESSIONAL LETTER** - Students will write a letter to a member of Congress about ways to increase voter turnout. Start your letter by introducing yourself as a concerned citizen and stating the purpose of your letter. Then describe your three ideas to improve voter turnout. For each idea, explain how it addresses a specific cause of low voter turnout. Revise your letter to make sure it is clear and to the point. Then, proofread and make a final copy.

VOTER AND NONVOTER

Lesson 4

Student Handout 1: CARTOON INTERPRETATION

Why Do Some Citizens Fail to Vote?



Source: *Guide To The Electoral Process*, Center for Civic Education
Tucson, AZ.

What do you Think?

1. What reasons does the person in this cartoon cite for not participating in elections?

2. How effective do you think his personal protest has been? Why? _____

VOTER AND NONVOTER

Lesson 4

Student Worksheet 1: Who Votes, who doesn't, and why

VOTER PARTICIPATION IN NATIONAL ELECTIONS

DIRECTIONS: Study the information on voter participation in the table below. Then answer the questions.

Voter Participation in National Elections by Groups (percent)

Group Characteristic	1968	1972	1974	1976	1978	1980
Male	69.8	64.1	46.2	59.6	46.6	59.1
Female	66.0	62.0	43.4	58.8	45.3	59.4
White	69.1	64.5	46.3	60.9	47.3	60.9
Black	57.6	52.1	33.8	48.7	37.2	50.5
18-20 Years old	-----	48.3	20.8	38.0	20.1	35.7
21-24	51.1	50.7	26.4	45.6	26.2	43.1
25-34	62.5	59.7	40.3	55.4	38.0	54.6
35-44	70.8	66.3	49.1	63.3	50.1	64.4
45-64	74.9	70.8	56.9	68.7	58.5	69.3
65 and over	65.8	63.5	51.4	62.2	55.9	65.1
Residence						
Metropolitan	68.0	64.3	44.7	59.2	46.0	58.8
Non-Metropolitan	67.3	59.4	44.7	59.1	45.6	60.2
North and West	71.0	66.4	48.8	61.2	48.9	61.0
South	60.1	55.4	36.0	54.9	39.6	55.6
School year completed						
Grade 8 or less	54.5	47.4	34.4	44.1	34.6	42.6
Grade 9 to 12	61.3	52.0	35.9	47.2	35.1	45.6
Grade 12	72.5	65.4	44.7	59.4	45.3	58.9
More than 12	81.2	78.8	54.9	73.5	57.3	73.2

1. What has been the average percentage of voter participation among whites in national elections covered by the table? (You will need to calculate this average.)

2. What has been the average percentage of voter participation among blacks in the same period?

Lesson 4 (continued)

3. Which age group has the highest percentage of voter participation? _____
4. Which age group has the lowest percentage of voter participation? _____
5. Who votes more, residents of the North and West or residents of the South? _____
6. Does education seem to be a factor of voter participation? Explain. _____

TEACHER MATERIALS

WRITTEN BY DELAWARE TEACHERS

VOTER AND NONVOTER

Lesson 4

Student Worksheet 1: Who Votes, who doesn't, and why

ANSWER KEY

1. What has been the average percentage of voter participation among whites in national elections covered by the table? (You will need to calculate this average.) **Approximately 58%**
2. What has been the average percentage of voter participation among blacks in the same period? **Approximately 47%**
3. Which age group has the highest percentage of voter participation? **45-64 years old**
4. Which age group has the lowest percentage of voter participation? **18-20 years old**
5. Who votes more, residents of the North and West or residents of the South? **North and West**
6. Does education seem to be a factor of voter participation? Explain. **Yes; the more education a person has, the greater likelihood he or she will vote.**

VOTER AND NONVOTER

Lesson 4

Reading 1: Voter Participation

Why Should I Vote?

When there are elections in most high schools, students often participate to see their favorite person elected. High school elections are often a kind of popularity contest. But elections in a democracy have higher stakes than a popularity contest.

In national elections there may be issues of war and peace, education, taxes, welfare policy, the environment, and abuses of government power. There may be other issues that effect everyone or that individuals care deeply about.

In state and local elections, there are nearly always important issues at stake. These issues might include tax increases or decreases, funds for education, local zoning restrictions, and many others. These issues are seldom trivial. Especially issues such as education, which could determine whether there will be more or fewer teachers, more class room space, school uniforms, or what is studied.

On state ballots there may be bond issues for building new schools or libraries. Safety regulations for bicycling or motorcycling may be decided. Do people have the right to risk huge hospital bills and after care costs that the public must pay because they don't like to wear helmets? Should there be user fees for park and other public facilities? If not, is the public willing to pay higher taxes to pay for them? What if the public doesn't want user fees but won't pay high taxes, either? Then what?

It is clear that decisions taken by the electorate on a great variety of issues effect the lives of every member of the

community, whether elections are local, state, or national. Some of these decisions may have significant consequences for countries as well.

Still, you can ask, "Why should I vote?" First, it's unlikely that my single vote will decide an election. It is true, however, that occasionally only a few hundred votes, sometimes even fewer, decide elections. Relatively few votes have decided whether an official is elected or if some measure passes or fails.

Perhaps the most important answer to this question is that people vote because they realize that it is their obligation as citizens. They wish to act like responsible adults and not like children. They want to have a voice in public affairs that affect them. They want to take part in their own self-government.

People who decide to vote want to play a part, even if it is a small one, in maintaining democracy: they want to be part of the solution and not part of the problem. They know that some people believe that if they themselves can't save their community or nation, then it's fine to sit on their hands. But they think these people have a shallow point of view. Of course, voting isn't the only way that many people take part in community affairs.

Americans join thousands of organizations and spend time working for some cause or

helping others. But since elections are essential to maintaining democracy, voting shows your commitment to democracy and

People who decide to be active citizens vote because they realize that everything worthwhile bears some cost. There are no rights without responsibilities. If you have the right of freedom of expression, don't you have the obligation to respect that right among others? After all, isn't it true that you get to exercise your right only if others fulfill their responsibility not to interfere with you?

So it is with all rights. All rights carry responsibilities or obligations (the two words mean the same), for example, exercising the right of citizens to vote means that citizens have an obligation to inform themselves before exercising this right. Uninformed voting is irresponsible voting. Among citizens, voting is both a right and a responsibility. No one is forced by law to vote or otherwise to participate in the civic life of the community. That is why participation in elections is consenting to the system of constitutional democracy. If voting were enforced by law, it would not be an act of consent, since forced "consent" is no consent at all.

Nevertheless, unless people cast off their obligations by abandoning citizenship, some argue that those who turn their back on democracy by refusing to fulfill their civic obligations are morally lesser people. After all, those who do not fulfill other responsibilities that are not legally enforced, such as keeping promises to friends or telling the truth to others, are considered morally lesser people.

When the United States Constitution was drawn up, the Framers said that they wanted to write it so that "not one drop of the blood of the martyrs who died for liberty through the ages will be wasted." When we take advantage of our freedoms but refuse to give anything back, refuse to respect the basic responsibility of citizens to vote, we ignore

its freedoms. And it allows you a means of consenting to maintaining democratic government and the freedoms it protects. the sacrifices that have been made by millions of men and women down through history to create our freedoms and maintain a free society.

Source: *Guide To The Electoral Process*. Center for Civic Education, Tucson. Az

VOTER AND NONVOTER

Lesson 4

Student Questionnaire 1: Voter Participation

Why Should I Vote?

1. Describe the purpose of elections at the high school level. _____

2. Explain why it is important at the state and national level, that citizens be involved in elections.

3. Explain three reasons why people in America should vote:
 - a. _____

 - b. _____

 - c. _____

4. In addition to voting, what other responsibilities do you think citizens in a democratic society might have?

TEACHER MATERIAL

WRITTEN BY DELAWARE TEACHERS

REASONS FOR NONVOTING

- **Lack of knowledge about the candidates and issues**
- **One vote does not make a difference**
- **Dislike or distrust of all candidates or politicians**
- **Lack of interest**
- **Lack strong ties to a political party**
- **Inability to get to the polls (cannot-voters)**
- **Not familiar with the registration process**
- **Discrimination**
- **Makes no real difference who wins**
- **Cumbersome election procedures**
- **Bad weather**
- **Time-zone fallout**

VOTER AND NONVOTER

Lesson 4

Student Worksheet 1: Who Votes, who doesn't, and why

VOTER PARTICIPATION IN NATIONAL ELECTIONS

DIRECTIONS: Study the information on voter participation in the table below. Then answer the questions.

Voter Participation in National Elections by Groups (percent)

Group Characteristic	1968	1972	1974	1976	1978	1980
Male	69.8	64.1	46.2	59.6	46.6	59.1
Female	66.0	62.0	43.4	58.8	45.3	59.4
White	69.1	64.5	46.3	60.9	47.3	60.9
Black	57.6	52.1	33.8	48.7	37.2	50.5
18-20 Years old	-----	48.3	20.8	38.0	20.1	35.7
21-24	51.1	50.7	26.4	45.6	26.2	43.1
25-34	62.5	59.7	40.3	55.4	38.0	54.6
35-44	70.8	66.3	49.1	63.3	50.1	64.4
45-64	74.9	70.8	56.9	68.7	58.5	69.3
65 and over	65.8	63.5	51.4	62.2	55.9	65.1
Residence						
Metropolitan	68.0	64.3	44.7	59.2	46.0	58.8
Non-Metropolitan	67.3	59.4	44.7	59.1	45.6	60.2
North and West	71.0	66.4	48.8	61.2	48.9	61.0
South	60.1	55.4	36.0	54.9	39.6	55.6
School year completed						
Grade 8 or less	54.5	47.4	34.4	44.1	34.6	42.6
Grade 9 to 12	61.3	52.0	35.9	47.2	35.1	45.6
Grade 12	72.5	65.4	44.7	59.4	45.3	58.9
More than 12	81.2	78.8	54.9	73.5	57.3	73.2

1. What has been the average percentage of voter participation among whites in national elections covered by the table? (You will need to calculate this average.) _____
2. What has been the average percentage of voter participation among blacks in the same period?

2. Which age group has the highest percentage of voter participation? _____

3. Which age group has the highest percentage of voter participation? _____

Student Worksheet 1: Who Votes, who doesn't, and why (continued)

4. Which age group has the lowest percentage of voter participation? _____

5. Who votes more, residents of the North and West or residents of the South? _____

6. Does education seem to be a factor of voter participation? Explain. _____

VOTER AND NONVOTER

Lesson 4

Student Worksheet 1: Who Votes, who doesn't, and why

ANSWER KEY

1. What has been the average percentage of voter participation among whites in national elections covered by the table? (You will need to calculate this average.) **Approximately 58%**
2. What has been the average percentage of voter participation among blacks in the same period? **Approximately 47%**
3. Which age group has the highest percentage of voter participation? **45-64 years old**
4. Which age group has the lowest percentage of voter participation? **18-20 years old**
5. Who votes more, residents of the North and West or residents of the South? **North and West**
6. Does education seem to be a factor of voter participation? Explain. **Yes; the more education a person has, the greater likelihood he or she will vote?**

VOTER AND NONVOTER

Lesson 4

Student Questionnaire 1: Voter Participation

ANSWER KEY

1. Describe the purpose of elections at the high school level.
When there are elections in most high schools, students often participate to see their favorite person elected. High school elections are often a kind of popularity contest.
2. Explain why it is important at the state and national level, that citizens be involved in elections.
In national elections there may be issues of war and peace, education, taxes, welfare policy, the environment, and abuses of government power. There may be other issues that effect everyone or that individuals care deeply about. In state and local elections, there are nearly always important issues at stake. These issues might include tax increases or decreases, funds for education, local zoning restrictions, and many others. These issues are seldom trivial. Especially issues such as Education could determine whether there will be more or fewer teachers, more class room space, school uniforms, or what is studied.
3. Explain three reasons why people in America should vote:
 - a. **Their vote does make a difference.**
 - b. **It is a citizens obligation to vote.**
 - c. **People vote to help maintain democracy.**
4. In addition to voting, what other responsibilities do you think citizens in a democratic society might have?
Americans join thousands of organizations and spend time working for some cause or helping others. But since elections are essential to maintaining democracy, voting shows your commitment to democracy and its freedoms. And it allows you a means of consenting to maintaining democratic government and the freedoms it protects.

**HISTORICAL INCIDENTS WHERE ONE VOTE MADE A
SIGNIFICANT DIFFERENCE**

- **One vote made Oliver Cromwell Lord Protector of the Commonwealth of England in 1645**
- **One vote caused Charles I to be executed in 1649**
- **One vote elected Thomas Jefferson president in 1800**
- **One vote made Texas part of the U.S. in 1845**
- **One vote saved President Andrew Johnson from being removed from office**
- **One vote changed France from a monarchy to a Republic in 1875**
- **An average of only one vote per precinct passed women's suffrage in California in 1911**
- **Less than one vote per precinct, in one state, elected Woodrow Wilson President in 1912**
- **One vote made Tennessee the 36th state to ratify the 19th amendment, which gave women the right to vote in 1920**
- **One vote made Adolph Hitler head of the Nazi party in 1923**
- **A change of one vote per precinct in three states in 1968 would have made Hubert Humphrey president instead of Richard Nixon**

VOTER AND NONVOTER

Lesson 4

Overhead Explanations: Reasons People Give for not voting

Why Do Some Citizens Fail to Vote?

1. Lack of knowledge about the candidates and issues - **People feel they have not learned enough about the candidates and the issues in order to make choices at the polls. They don't understand the difference between the candidates.**
2. One vote does not make a difference - **Some people feel that their one vote does not make a difference, so they don't bother to go to the polls.**
3. Dislike or distrust of all candidates or politicians - **Some people either dislike all of the candidates, or they feel that both candidates are good choices, so they choose not to vote for either.**
4. Lack of interest - **Some people don't vote because they believe the election results will not change the way government works. They don't care very much about who wins or loses.**
5. Lack strong ties to a political party - **People don't vote because they don't feel strong ties to a political party. They don't feel they should support a political party's candidate.**
6. Inability to get to the polls (cannot-voters) - **It is difficult for people with disabilities, seriously ill people, and people without transportation to get to the polls.**
7. Not familiar with the registration process - **Some people do not know how to become registered voters, and they do not bother to find out.**
8. Discrimination - **Racial, religious, and other discrimination still plays a part in voter turnout, despite the many recent federal statutes, court decisions, and enforcement actions aimed at eliminating discrimination. It is believed that more than a million persons often do not vote because of (1) the purposeful administration of election laws to keep certain people from doing so, and/or (2) "informal" local pressures applied to the same end.**
9. Makes no real difference who wins - **These people believe that, no matter who wins elections, things will continue to go well for themselves and for the country.**
10. Cumbersome election procedures - **Some people believe the registration requirements, long ballots, and long lines at the polling places are inconvenient.**
11. Bad weather - **Weather always tends to discourage turnout.**
12. Time-zone fallout - **This refers to the fact that in presidential elections polls in the East close before polls in the West. Based on the early returns from the East, the news media often predict the outcome of a race before all the voters in the West have gone to the polls. Some people fear that such reports have discouraged western voters from casting their ballots.**

LESSON 5

PREPARING TO VOTE

SUBJECT: Civics

GRADES: 9-12

TIME: 45-50 minutes (1/2 block or one 45 minute period).

MATERIALS:

Photocopies of Reading 1 (1 per student) included

Photocopies of Student Worksheet 1 (1 per student) included

Photocopies of sample registration form (1 per student) included

Photocopies of Voter's Checklist (1 per student) included

STATE STANDARDS:

Civics Standard 3 - Students will understand the responsibilities, rights and privileges of United States citizens [CITIZENSHIP] Grades 9-12

Civics Standard 4 - Students will develop and employ the civic skills necessary for effective, participatory citizenship [PARTICIPATION] Grades 9-12

INTRODUCTION

Students will learn that there are certain qualifications and procedures for participating in an election. These vary by state. This lesson provides a general guideline of the requirements and procedures for voting in Delaware. Students will use a variety of resources to investigate these requirements and procedures.

PURPOSE

The heart of Civic Standard 4 is participation in the American political system and the specific skills necessary to be effective. One of the skills identified is the process of registering to vote. In this lesson, students will learn the

process of registering and voting in the State of Delaware.

LESSON OBJECTIVES

Students will be able to:

- Describe the qualifications involved when citizens register to vote
- Explain the procedures involved when citizens register to vote
- Describe the various methods of registration in Delaware

LESSON PROCEDURES

ACTIVITY 1: Reading

1. Distribute **Reading 1** to all students and have them complete the reading. (**5 minutes**)
2. Give each student a copy of **Student Worksheet 1** and the **sample registration form**. Students are to complete the questions using Reading 1 and the sample registration form. (**10 minutes**)
3. Ask students to fill out the registration form. (**3 minutes**)
4. **LARGE GROUP DISCUSSION** - You should go over **Student Worksheet 1** by calling on students until all questions have been discussed (see teacher answer sheet in the teachers materials at the end of this lesson). (**10-15 minutes**).

ACTIVITY 2: Voters Checklist

1. Divide the class into small groups (we recommend 4 students per group). Give each student a copy of the **Voter's Checklist**. Students will discuss the items on the checklist

and put checks on the ones they can answer.
(10 minutes)

LESSON 5: PREPARING TO VOTE (continued)

2. Conclusion - Finish the lesson by going over the checklist to be sure the students can answer all items on the checklist (see answer key in the Teachers Materials at the end of this lesson).
(10 minutes)

EXTENDED ACTIVITY

1. COOPERATIVE ACTIVITY - As a class, create an overall plan for elections in Delaware. Divide the class into three committees: One committee can debate the different methods of nominating candidates and determine the means by which minor parties can get candidates on the ballot. Another committee can decide how elections should be administered, including such questions as what public officials should be elected, what kind of ballot to use, and whether or not to allow voting by mail. The third committee should consider issues of campaign finance, such as limits on contributions, spending, public financing, and the role of PACs. When all three committees are finished, work as a class to organize the results into a single plan.

PREPARING TO VOTE

Lesson 5

Reading 1: Practical Steps to Voting

How Can I Register To Vote

“The future of this republic is in the hands of the American voter.” -Dwight D. Eisenhower, 1949

The climax of an election campaign is the election itself. If you consent to claim the rights of citizenship, you have an obligation to fulfill the responsibilities of citizenship. One of these responsibilities or obligations is voting in elections.

To be eligible to vote in Delaware, you must register. In order to register, you must be a bona fide resident of Delaware, a citizen of the United States, and eighteen years of age according to the twenty-sixth Amendment to the United States Constitution. You may register if you are seventeen years of age if you will be eighteen on or before election day (November 3, 1998).

You can register by:

1. Going in person to the Department of Elections
2. Telephoning the Department of Elections to ask for forms to be mailed to you (completed forms must be received by the Department of Elections 20 days prior to the date of the General Election).
3. Going to a Mobile Unit - call the Department of Elections to find out where and when a mobile unit will be near you.
4. Contacting the Department of Elections for information about absentee registration and voting.

5. Requesting the forms at the Motor Vehicle Lanes while transacting business.
6. Requesting the forms at any division of Social Services facilities.
7. Asking at any division of Training or Vocational Rehabilitation Office.

You can not register to vote if you have been convicted of a crime deemed by law to be a felony. You also can not register to vote if you have been adjudged mentally incompetent.

The information that you must have when you register includes one of the following: drivers license, social security card, birth certificate or some other form of identification proving age and residency.

At registration, you must also give a party preference. Some individuals choose to register as independents; others choose to register in the name of a political party, which need not be one of the two dominant parties.

Presidential elections are held in all states every four years on the same day, as specified in the US Constitution. That day is the first Tuesday after the first Monday in November during presidential election years (1996, 2000, 2004, etc.).

There are alternatives to voting in person. In all states, “absentee ballots” are allowed for those who are ill, find it difficult to reach the polling

Reading 1: (continues)

place, or are traveling on election day. Voters obtain the absentee ballot by mail and send it in prior to election day.

The “do’s” and “don’ts” of voting

Do

- Check your registration card to find where your polling place is located.
- Check a local newspaper to find the hours when you can vote.
- Think carefully about the candidates and issues and vote according to your best judgment and not on the basis of irrelevant factors.
- Ask for assistance if you have a physical disability, are sight impaired, or lack proficiency in English.

Don’t

- Don’t forget to take your voter registration card to the polls (or some form of identification).
- Don’t take too long to vote.
- Don’t become concerned if you don’t know how to use the voting machine. (Someone will be at the polling place to help you).

PREPARING TO VOTE

Lesson 5

Student Worksheet 1

How Can I Register To Vote?

DIRECTIONS: Answer the following questions using Reading 1 and your sample registration form.

1. List the qualifications to vote:

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____

2. Where and how can you register to vote in Delaware?

- a) _____
- b) _____
- c) _____
- d) _____
- e) _____
- f) _____
- g) _____

3. Under what circumstances are you not permitted to register to vote in Delaware?

- a) _____
- b) _____

4. List three possible items you could take with you to register to prove your age and residency:

- a) _____
- b) _____
- c) _____

5. When are national elections held? _____

6. Elections for the House of Representatives and one-third of the Senate seats are held every _____ years, while presidential elections are held every _____ years.

7. What is the penalty for those who register and are not eligible? _____

- You may register to vote if you are: a United States Citizen; a permanent resident of Delaware; at least 18 years old on the date of the next General Election; not adjudged to be mentally incompetent; or an ex-felon who meets the requirements as specified by law according to 15 Del. C. Chapter 61. If you indicate that you are not a citizen or fail to answer that question, your application will be rejected.
- If you register to vote even though you know you are not eligible, you can be fined between \$50.00 - \$200.00 or imprisoned for 30 days to two years, or both.
- The office at which you submit this application will remain confidential except as provided by law.
- The information that you provide on this application, with the exception of your Social Security Number, is public information.
- The fact that you have declined to register will remain confidential except as provided by law.
- We ask you to provide a valid Delaware Driver's License number or Delaware ID Number. If you have neither, we ask you to provide a Social Security Number.
- If you are submitting this application by mail and it is the first time you have registered in Delaware, you must submit with this application, a copy of a current and valid photo identification or a copy of a current utility bill, bank statement, government check, paycheck or other government document that shows your name and address. If you do not provide required identification documentation, you must provide it the first time you vote in a federal election.
- Disclosure of your telephone number is voluntary.
- You should receive a polling place card once your application has been accepted. You will be notified by mail if your application is rejected. If you do not receive this card or other notification in three-four weeks, please contact the Department of Elections for your county.

STATE OF DELAWARE VOTER APPLICATION

PRINT WITH BALL POINT PEN OR TYPE

Are you a U. S. Citizen ? YES <input type="checkbox"/> NO <input type="checkbox"/>		Would you be interested in serving as a pollworker? YES <input type="checkbox"/> NO <input type="checkbox"/>		I DECLINE TO REGISTER TO VOTE <input type="checkbox"/>	
<i>If you check "No" to this question, do not complete this form.</i>					
<i>If you do not answer this question, the application will not be processed.</i>					
Social Security Number	DE Driver's License or ID Number	Date of Birth	Mon.	Day	Year
				County	
				B178533	
Last Name		First Name or Initial		Middle Name or Initial	
				Suffix	
Street Address/County Rd. Name			Apt. No./ Lot #		City
					Zip
Development, Apartment, or MHP			Telephone Number		
			Have you previously registered to vote? YES <input type="checkbox"/> NO <input type="checkbox"/>		
Mailing Address			Previous Name:		
If Different Than Above:			Previous Address:		
Party Affiliation		I hereby swear or affirm that I am a citizen of the United States, I am a permanent resident of the State of Delaware at the address given above, that I am or will be 18 years of age on or before Election Day and all information given above that was provided by me is true and correct to the best of my knowledge. I hereby authorize the cancellation of any previous registration.			
Democrat: _____					
Republican: _____					
No Party Affiliation: _____					
Other (Specify): _____					
		Signature of Applicant X _____			
Remarks (For Office Use Only)					
				School District	
Signature of Agency Representative/Registration Officer		ED	RD	Application Date	Source
					Control No.
New Voter <input type="checkbox"/>		Transfer <input type="checkbox"/>		Other County <input type="checkbox"/>	Party Change <input type="checkbox"/>
				Name Change <input type="checkbox"/>	

PREPARING TO VOTE

Lesson 5

VOTER'S CHECKLIST

DIRECTIONS: Check the items in the following list that you can answer. Discuss each of the items with your group.

- Do you know the date of the next general election?
- Do you know the requirements for registering in Delaware?
- Do you know where you can register?
- Are you old enough to register?
- Do you know where your polling place is?
- Do you know when the polls are open?
- Do you know what kind of voting method is used at your polling place?
- Do you know who the candidates are and where they stand on issues you care about?
- Are there any other questions (such as a referendum) on the ballot?
- Do you know where to get more information if you need it?
- Did you carefully read and understand the sample registration form?
- Did you carefully read and understand the sample ballot?

TEACHER MATERIALS

WRITTEN BY DELAWARE TEACHERS

PREPARING TO VOTE

Lesson 5

Student Worksheet 1: ANSWER KEY

How Can I Register To Vote?

1. List the qualifications to vote:
 - a) **You must register.**
 - b) **You must be a resident of Delaware.**
 - c) **You must be a citizen of the U.S.**
 - d) **You must be eighteen years of age.**
 - e) **You must not be a convicted felon or mentally incompetent.**

2. Where and how can you register to vote in Delaware?
 - a) **Go in person to the Department of Elections.**
 - b) **Telephoning the Department of Elections to ask for forms to be mailed to you (Completed forms must be returned to the Department of Elections 20 days prior to the date of the election).**
 - c) **Going to a Mobile Unit**
 - d) **Contacting the Department of Elections for information about absentee registration and voting.**
 - e) **Requesting the forms at the Motor Vehicle Lanes while transacting business.**
 - f) **Requesting the forms at any division of Social Services facilities.**
 - g) **Asking at any division of Training or Vocational Rehabilitation Office.**

3. Under what circumstances are you not permitted to register to vote in Delaware?
 - a) **If you are a convicted felon.**
 - b) **If you are mentally incompetent.**

4. List three possible items you could take with you to register to prove your age and residency:
 - a) **Drivers License**
 - b) **Birth certificate**
 - c) **Social Security card**

5. When are national elections held? **The first Tuesday after the first Monday in November during presidential election years.**

6. Elections for the House of Representatives and one-third of the Senate seats are held every 2 years, while presidential elections are held every 4 years.

7. What is the penalty for those who register and are not eligible? **You can be fined between \$50 - \$200 or imprisoned for 30 days to two years, or both.**

PREPARING TO VOTE

Lesson 5

VOTER'S CHECKLIST: ANSWER KEY

- Do you know the date of the next general election? **November 3, 1998**
- Do you know the requirements for registering in Delaware? **You must be a resident of Delaware, citizen of the U.S., eighteen years of age by election day, and may not be a convicted felon or mentally incompetent.**
- Do you know where you can register? **Department of Elections, Telephoning the Department of Elections, Going to a Mobile Unit, Absentee registration, Motor Votor, Division of Social Services facilities, and any Division of Training or Vocational Rehabilitation office.**
- Are you old enough to register? **Answers will vary.**
- Do you know where your polling place is? **Answers will vary.**
- Do you know when the polls are open? **7:00 a.m. to 8:00 p.m.**
- Do you know what kind of voting method is used at your polling place? **Voting Machines**
- Do you know who the candidates are and where they stand on issues you care about? **Answers will vary.**
- Are there any other questions (such as a referendum) on the ballot? **Answers will vary.**
- Do you know where to get more information if you need it? **Answers will vary.**
- Did you carefully read and understand the sample registration form? **Questions will vary.**
- Did you carefully read and understand the sample ballot? **Questions will vary.**

APPENDIX A

WHAT IS THE FUNCTION OF ELECTIONS IN A DEMOCRACY

Teacher Handout 1

STEPS FOR TEAMMATES CONSULT

1. Students work in teams of four.
2. All students put their pens in the center of the table (A pencil holder is nice).
3. A student reads the question.
4. The students seek the answer from the book and/or by discussion.
5. The student on the left of the reader checks to see that teammates all understand and agree with the answer.
6. When there is agreement, then all students pick up their own pens and write their answers in their own words.
7. Students progress to question two: the checker becomes the new reader; the person on the reader's left becomes the checker.