Civics and Government

for Future Voters

Grades 9 - 12

Free lesson plans provided by the Office of the Secretary of State

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Lesson 4	The Constitution on Voting	Page 28	U.S. Constitution, amendments, visual persuasion, democratic ideals

These free lesson plans are provided for your grade 9 - 12 classroom by the Office of the Secretary of State.

Each lesson stands alone; you may complete all four or select one. Subjects covered, an overview and the EALRs are listed as well as the materials you'll need and an estimated time to complete.

We really want to hear from you! If you have a classroom experience involving these lesson plans, or if you have a suggestion, send us an email at voteroutreach@sos.wa.gov .

Making a Difference

Grades	9 - 12
Subjects	Civic engagement
Overview	Students will learn about why and how people get involved in effecting change in their communities.
EALRs	1.1.2; 1.4.1
Material needed	Song lyrics from page 4 Student handouts from page 5
Time required	1 class session for the discussion 1 class session for each of activities 1 - 4
Discussion	Start the unit by playing the song "Where is the Love?" by the Black-Eyed Peas. Ask students to discuss the purpose of the song. What kinds of problems are discussed? Read and discuss the following quote by the famous British Politician Edmund Burke. "The only thing necessary of the triumph of evil is for good people to do nothing." Discuss common reasons why people are not civically engaged (lack of knowledge, lack of time, not knowing what to do, feeling that they cannot make a difference, mistrust of politicians, etc.) Ask students what the result of civic disengagement of their generation might be. What is the alternative?
Activity 1	**Singing along** Ask each student to write the title of a famous song they enjoy singing along to. The song should be well known, new or old. Write the songs down on separate pieces of paper and place them all in a hat. Divide the class into groups of 3 - 5 students and ask them to choose a song title out of a hat. Tell each group to pick a topic from the class list and change the lyrics of the song to promote awareness about the issue. After 10 - 15 minutes, have each group sing their version of their song.
Activity 2	**Find your one thing** This discussion will focus on small steps anyone can take to make a big difference. Distribute a hand out to each student. Have students take turns reading aloud. Ask your students to fill out their name and their one thing. Have each student write a paragraph detailing their one thing and why it is important. They will then cut the hands out. Staple them to a class bulletin board as a reminder.

Activity 3

Community issues

This discussion moves from taking small steps to a lifetime of small steps. Have students brainstorm a list of various problems in their community. Start with national issues and then move to local issues. Have students put a plus sign next to an issue in which they have already been active. How was this a type of civic engagement?

Have each student select the topic they care about the most and write an answer to the question, "If I could change my world in one specific way, what would I do?" Students should turn these papers in.

Examples:

Raise $20,000,000 for organ donation
Make spay/neuter services free for all dog and cat owners
Reduce the time and expense for those who want to adopt children
Reduce obesity from 30% of adults to 5% of adults
Ban all pesticides and require food to be grown organically
Grant all new parents paid parental leave for 6 months
Increase volunteerism so that 90% of adults volunteer at least 4 hours a month

Activity 4

Personal timelines

Return student papers from activity three. The purpose of this assignment is for students to see how they can make a big difference in their communities by starting now and taking many small steps over time.

Tell each student the next activity is going to require a lot of imagination. Each student is going to create a timeline of their own life as if they were successful in making the change that they wrote about in activity three.

It might help to work backwards from the point of success, listing the intermediate steps along the way creating a timeline of the steps they would need to take in order to see the change they want to create. The most recent item on the time should be something they can do this week. The most distant item is their ultimate goal.

A complete timeline should have at least 10 steps along the way. Intermediate steps will include items such as relocation, education, skill development, volunteering, networking with the right people, jobs taken, charities started, saving money or fund-raising, required fitness levels, running for office...

Show the example below and then let the class work through one together before asking them to work on their own timeline.

This week join a service club at my school
2011 Become the treasurer of my club
2012 Get a job in sales to work through college
2014 Start local annual bike-a-thon for organ donation
2015 Keep physically fit to bike every year
2016 Get a degree in non-profit administration
2016 Get a job with a small non-profit
2020 Develop social skills to network with the best fund-raisers
2023 Get better job in area where rich people live
2024 Use professional reputation to get a famous person to promote bike-a-thon
2026 Bike-a-thon spreads to 10 other states
2028 Bike-a-thon in 48 states
2032 Bike-a-thon raises $20,000,000 for organ donation

Where Is The Love

Black Eyed Peas

What's wrong with the world, mama
People livin' like they ain't got no mamas
I think the whole world addicted to the drama
Only attracted to things that'll bring you trauma
Overseas, yeah, we try to stop terrorism
But we still got terrorists here livin'
In the USA, the big CIA
The Bloods and The Crips and the KKK
But if you only have love for your own race
Then you only leave space to discriminate
And to discriminate only generates hate
And when you hate then you're bound to get irate, yeah
Madness is what you demonstrate
And that's exactly how anger works and operates
Man, you gotta have love just to set it straight
Take control of your mind and meditate
Let your soul gravitate to the love, y'all, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)

Where is the love (The love)
Where is the love (The love)
Where is the love
The love, the love

It just ain't the same, always unchanged
New days are strange, is the world insane
If love and peace is so strong
Why are there pieces of love that don't belong
Nations droppin' bombs
Chemical gasses fillin' lungs of little ones
With ongoin' sufferin' as the youth die young
So ask yourself is the lovin' really gone
So I could ask myself really what is goin' wrong
In this world that we livin' in people keep on givin' in

Makin' wrong decisions, only visions of them dividends
Not respectin' each other, deny thy brother
A war is goin' on but the reason's undercover
The truth is kept secret, it's swept under the rug
If you never know truth then you never know love
Where's the love, y'all, come on (I don't know)
Where's the truth, y'all, come on (I don't know)
Where's the love, y'all

People killin', people dyin'
Children hurt and you hear them cryin'
Can you practice what you preach
And would you turn the other cheek

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love (Love)

Where is the love (The love)
Where is the love (The love)
Where is the love (The love)
Where is the love (The love)
Where is the love, the love, the love?

I feel the weight of the world on my shoulder
As I'm gettin' older, y'all, people gets colder
Most of us only care about money makin'
Selfishness got us followin' our wrong direction
Wrong information always shown by the media
Negative images is the main criteria
Infecting the young minds faster than bacteria
Kids wanna act like what they see in the cinema
Yo', whatever happened to the values of humanity
Whatever happened to the fairness in equality
Instead of spreading love we're spreading animosity
Lack of understanding, leading lives away from unity
That's the reason why sometimes I'm feelin' under
That's the reason why sometimes I'm feelin' down
There's no wonder why sometimes I'm feelin' under
Gotta keep my faith alive till love is found
Now ask yourself

Where is the love?
Where is the love?
Where is the love?
Where is the love?

Father, Father, Father help us
Send some guidance from above
'Cause people got me, got me questionin'
Where is the love?

Sing wit me y'all:
One world, one world (We only got)
One world, one world (That's all we got)
One world, one world
And something's wrong wit it (Yeah)
Something's wrong wit it (Yeah)
Something's wrong wit the wo-wo-world, yeah
We only got
(One world, one world)
That's all we got
(One world, one world)

find your **thing**

What does it mean to be a good citizen? Even one small action can make a big impact and encourage those around you. What is one thing you can do to make your world a better place?

Find your one thing and write it on the hand below. Cut out your hand and put it where everyone can see.

If we all lend a hand, together we can make a difference.

Examples: ***My one thing is...***

turning off the lights
donating one of my toys
washing the dishes one night a week
recycling my cereal boxes
helping my grandparents one weekend
volunteering at the library
using less water
carpooling to school
picking up trash on the playground
growing vegetables for hungry people

What is your one thing?

She Made a Difference

Grades	9 - 12
Subjects	Suffrage, Washington State history
Overview	Students will learn about women's suffrage and make timelines.
EALRs	1.1.2; 1.4.1
Material needed	Copies of student handouts from this lesson plan on pages 8-12 Internet access with overhead projector or transparencies with projector
Time required	1 class session for the discussion 1 class session for each of activities 1 and 2
Discussion	Assign the readings "What Happened?" and "What is Suffrage?" starting on page 7 as homework. Tell students that you will be examining an example of one woman who selected a topic she cared about and took action. **Reading Review** T or F Once women were given the vote, they hung on to it. T or F Women in Washington were among the first to vote. T or F After suffrage was won, women didn't participate much in society until recently. T or F Women were the last group to be given the vote. T or F Native Americans didn't used to be considered citizens of this country. **Political cartoons** Using the internet, project the cartoon slideshow on the board. The slideshow is available here: http://stories.washingtonhistory.org/suffrage/LessonPlans/Slideshow.aspx Alternately, you may print transparencies and use an overhead projector or student handouts. The cartoons start on page 13. **With your students, discuss the following.** 1. Who is the main "character" of this cartoon? 2. What is the story or problem? How does the character or author define it? Do you see a resolution in the cartoon? If so, what is it? 3. What is the setting? Why do you think that the scene was set in this place? Would this story be different if we moved the characters to Washington, for instance? Why or how? 4. Why do you think the author chose to tell this story using pictures rather than just writing an essay? What symbols do you see here that are important? 5. Look at the cartoons that you have just been discussing. What themes or symbols do these pieces have in common?

Activity 1

Making connections in groups

Pass out the Emma Smith DeVoe biography located on page 11. Either in small groups or individually, ask students to read the material and comment on pieces of the biography. Explain to them that they are looking for connections between DeVoe's story and the larger suffrage movement. They will be using this story to create a biography in the following session.

Assign the "Washington Leads the Way" reading on page 12 as homework. As they read it, suggest to students that they should take notes on the women who were a part of the early movement in Washington.

Activity 2

Suffrage timeline

Working alone or in groups ask students to build a timeline of DeVoe's life and the events of the early suffrage movement. Explain that they will need to use data not only from the readings provided but also from their own research, if applicable.

What Happened?

by Shanna Stevenson

The fight for women's right to vote in the state of Washington is an inspiring story of women speaking out and organizing for change that includes political intrigue, controversy, hard work, and even some frivolity. In a struggle that lasted a half-century, women campaigned for and twice won the right to vote in Washington during both the territorial and state periods.

Women first achieved equal voting rights in the 1880s, only to lose those rights through court decisions. Still, women continued to fight for civic equality, forming coalitions, notably with farmers and labor, after statehood was achieved in 1889 and well into the Progressive Era of the early 20th century. Finally, through a strategically organized, grassroots, campaign fueled by Progressivism, women persuaded Washington men to vote to amend the Washington constitution enacting women's permanent right of suffrage in 1910. However, it was only a partial victory since most Native American women, some Asian women, and women who could not read and speak English continued to be denied the right to vote.

As the fifth state nationally (and the first in the twentieth century) to enact women's right to vote permanently, Washington's victory in 1910 was a pivotal event in a revitalized national suffrage movement. Along with their counterparts in other primarily western states, voting women in Washington played an important role in advocating for what would become the Nineteenth Amendment to the U.S. Constitution, which in 1920 ensured women's right to vote nationally. By securing the right to vote in 1910, Washington women not only gained a voice in self-government but also made their mark in the great human struggle for equal rights.

After 1910, women paired votes with organizational interests, carrying momentum for change into the ensuing decade when their ballots supported laws, policies, and governmental action reflecting the concerns of women, children, and families. Washington women also supported World War I home-front efforts in common with men and joined other activist campaigns. During the 1930s and 1940s, many women served in capacities outside their homes, for example in relief efforts, factory work, and military service. Harking back to the so-called first wave of feminists of the nineteenth century, in the 1960s and 1970s, second-wave feminists re-energized Washington women and the fight for equal rights—a struggle that continues today.

What is Suffrage?

by Gwen Perkins

"Suffrage" means the right to vote. When citizens have the right to vote for or against laws and leaders, that government is called a "democracy." In a democracy like that of the United States of America, it is one of the most important principles of government. Many Americans think voting is an automatic right, something that all citizens over the age of 18 are guaranteed. But this has not always been the case. When the United States was founded, only white male property owners could vote. It has taken centuries to achieve the rights that citizens enjoy today.

Who has been able to vote in United States history? How have voting rights changed over time? Read on to discover some key events.

1789: An End to Religious Persecution

One of the things that American democracy is best known for is the right that it gives its citizens to practice all religions. This wasn't the case when the nation was first founded. Several colonies excluded Jews, Quakers, and/or Catholics from voting or running for public office. Article VI of the Constitution was written and adopted in 1789 granting religious freedom.

1870: Men of All Races Allowed to Vote

At the end of the Civil War, the United States created another amendment that gave former slaves the right to vote. The 15th Amendment granted all men in the United States the right to vote regardless of "race, color, or previous condition of servitude."

This sounded good, but there was a catch. In order to vote in many states, citizens were required to own land. This kept many former slaves as well as the poor from being able to cast a ballot. Some states also had what was known as a "poll tax," meaning money that had to be paid in order to vote. Other things that were done to keep African Americans from voting included literacy tests, threats of physical violence, and the hiding of poll locations. Many states passed what became known as "Black Codes" to make some of these actions legal.

1920: Women Get the Vote

Women played a huge role in working for suffrage, beginning with the 1848 Seneca Falls Convention. At that Convention, a group of three hundred men and women united to discuss the question of equal rights for women and men. Many of the conference attendees were also abolitionists who believed in equal rights for all citizens of the United States, regardless of race or gender.

When it came time to campaign for women's right to vote, not all women agreed on including African American women in the parades and marches. While there were many black suffragists, conservative supporters feared that fighting for the vote for all women, rather than simply white women, would keep legislators from passing the amendment. When the 19th Amendment passed in 1920, all white and black women got the right to vote, although many black women lost it within a decade. Several harsh laws were passed in the South, preventing most African American women from exercising that right. Other groups of women, such as Native Americans and immigrants, were not covered by the 19th Amendment because they were not considered citizens.

1924: Native Americans Become Citizens

It wasn't until 1924 that citizenship was granted to all Native Americans who had been born in the United States. But even after the Indian Citizenship Act, many Indians could not vote because of state laws that restricted them from doing so. It was not until 1948 that all Native Americans were allowed to vote in local and federal elections.

1964: The Poor Allowed to Cast a Ballot

The poll tax that kept so many Americans from voting was removed by the 24th Amendment. After the passage of this amendment, Americans were no longer required to pay for their vote.

1965: The Voting Rights Act

African American voters received protection from the harsh Black Codes when the Voting Rights Act was passed in 1965. This Act guaranteed voting rights as stated in the 15th Amendment but also forbade states from discriminating against minority voters. It removed the right of states to put restrictions on who could vote in elections. This helped many minorities, not only African Americans but Latino Americans, Asian Americans, and others.

Suffrage - Only a Beginning?

Suffrage itself doesn't guarantee equality for all. What having the right to vote does is provide citizens with a voice. It also allows citizens to make laws and elect people to represent them in government. For groups that have fought for suffrage, getting the vote has not been the end of struggle. Instead, it was just the first stage in obtaining political and social equality, a struggle that continues today.

Emma Smith DeVoe: The Suffragist Who Wouldn't Back Down

by David Jepsen

When Emma Smith DeVoe was eight years old, she heard Susan B. Anthony speak on women's suffrage (voting rights). When Anthony asked for all those in favor of women voting to stand, DeVoe was the first in the audience to rise to her feet.

DeVoe stood up for women's rights for the rest of her life. A paid organizer for the National Woman Suffrage Association, DeVoe spearheaded movements in Dakota territory, Idaho, and Oregon prior to moving to Washington. When she and her husband moved to Tacoma in 1906, she was named president of the Washington Equal Suffrage Association.

How Did She Do It?

DeVoe understood the importance of building coalitions with labor, men's groups, and the Grange Association. She used polls to determine where every voter stood on the suffrage question. Many of the campaign's more high-profile strategies, such as publishing cookbooks, organizing women's days, and blanketing neighborhoods with posters were introduced by DeVoe. Before Devoe, the suffrage campaign took a low-key approach, emphasizing one-on-one lobbying with legislators, mayors, and other pockets of influence.

In 1909, the national suffrage association held its convention in Seattle. To bring delegates in, DeVoe organized a "Suffrage Special" train, with suffragists giving speeches from the rear platform along the route. She also arranged for a Suffrage Day at Seattle's 1909 Alaska-Yukon-Pacific Exposition.

I think if we had raked the nation with a fine-tooth comb we could not have found Mrs. Emma Smith DeVoe's equal as an organizer, state president and presiding officer, wrote Spokane's May Arkwright Hutton, vice president of the WESA.

Yet it was Hutton with whom DeVoe would soon conflict. The women's styles were very different. DeVoe was ladylike, good-natured, and cheerful, while Hutton was gaudy and sometimes vulgar. More importantly, the two leaders disagreed over strategy. Hutton and her Eastern Washington contingent did not agree with DeVoe's more public tactics.

The differences between DeVoe and Hutton led to a major split in Washington's suffrage movement, but it did not deter them from their ultimate objective. Thanks to their tireless efforts, Washington voters approved a constitutional amendment on Nov. 8, 1910, legalizing women's suffrage. It was only the fifth state to do so. The 64% yes vote is a telling measure of the thoroughness of the campaign and DeVoe's leadership efforts.

Mother of Woman's Suffrage

After success in Washington, DeVoe dedicated herself to the national campaign and the passage of the 19th amendment to the U.S. Constitution. She became a fixture in state and national politics for the remainder of her life. She died in Tacoma, Washington on September 3, 1927, at age 79. The Tacoma News Tribune called her the Mother of Woman's Suffrage. In 2000, she was elected to the National Women's Hall of Fame in Seneca Falls, New York. 1965: The Voting Rights Act.

Washington Leads the Way

by Shanna Stevenson

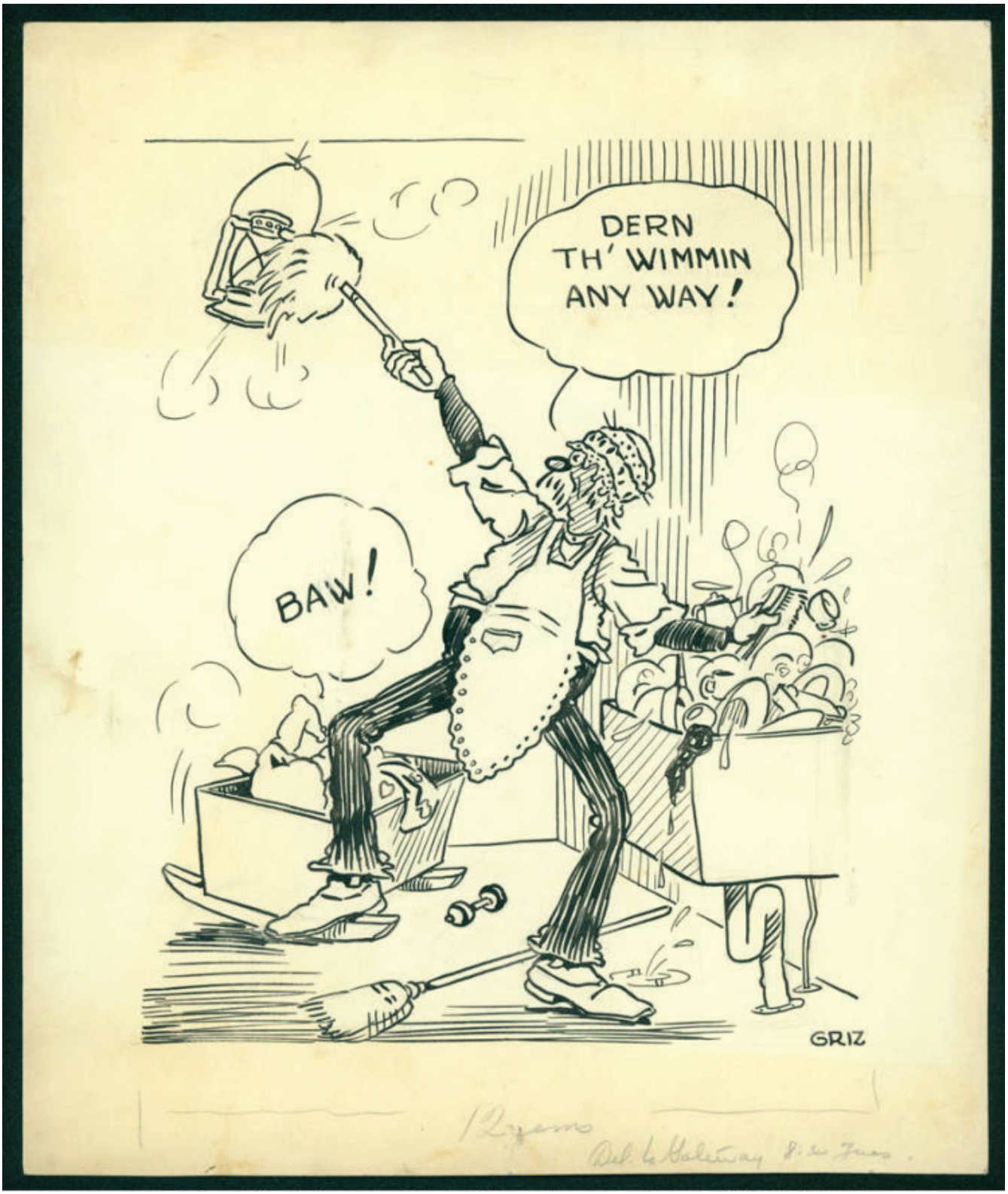
Washington was the fifth state in the nation (and the first in the 20th century) to permanently grant women's right to vote. Its stunning 1910 victory reanimated the national suffrage movement. Along with other western states, Washington's women voters championed the Nineteenth Amendment to the U.S. Constitution. In 1920, this amendment ensured women's right to vote nationally. By securing the right to vote just ten years earlier, Washington women gained a voice in self-government and made their mark in the great human struggle for equal rights.

When Washington joined her western sisters in 1910, it had been fourteen years since a state had enacted permanent women's suffrage. Male voters in Oregon, South Dakota, and Oklahoma all voted against it that year. Washington's suffrage victory was a "dam-breaker." Soon after, several other states followed Washington's lead. California in 1911; Oregon, Kansas, Michigan, and Arizona in 1912; Alaska Territory and Illinois in 1913; and Montana and Nevada in 1914.

Newspapers often downplayed the role women played in achieving victory. The Seattle Post-Intelligencer headlined the results with "Women of the State Get the Ballot by Gift of Men." Women also stressed the roles of men in winning the vote. Suffrage leader May Arkwright Hutton gave liberal credit to Washington male voters, saying, "I attribute the success of the movement largely to the broad-minded ideas of the men of Washington, who stand for a square deal in all things." Her fellow suffragist, Emma Smith DeVoe also gave thanks to the men of Washington, "who by their vote gave their mothers, wives and sisters equal franchise."

Despite this humility, women's tireless efforts to obtain the vote in Washington cannot be denied. The headlines that suggested that women's suffrage had been bestowed by men implied that the gender status quo remained. It suggested that women's rights were given to them by their male counterparts rather than being won by their own efforts. The truth is that women's achievement of the vote in Washington indicated a major "renegotiation of gender boundaries" in the state. Women had won more than the right to vote. They had also achieved the ability to campaign politically and assert themselves in all aspects of private and public life.

Washington also set the standard for a modern campaign strategy that other states later employed, using several kinds of media, forming coalitions, and conducting a sophisticated, organized campaign. Washington suffragists passed a symbolic "Votes for Women" banner on to California after the 1910 victory to inspire the 1911 campaign there. By the late 1910s, however, it became evident that the state-by-state strategy had run its course and that a national amendment would have to be the path to victory.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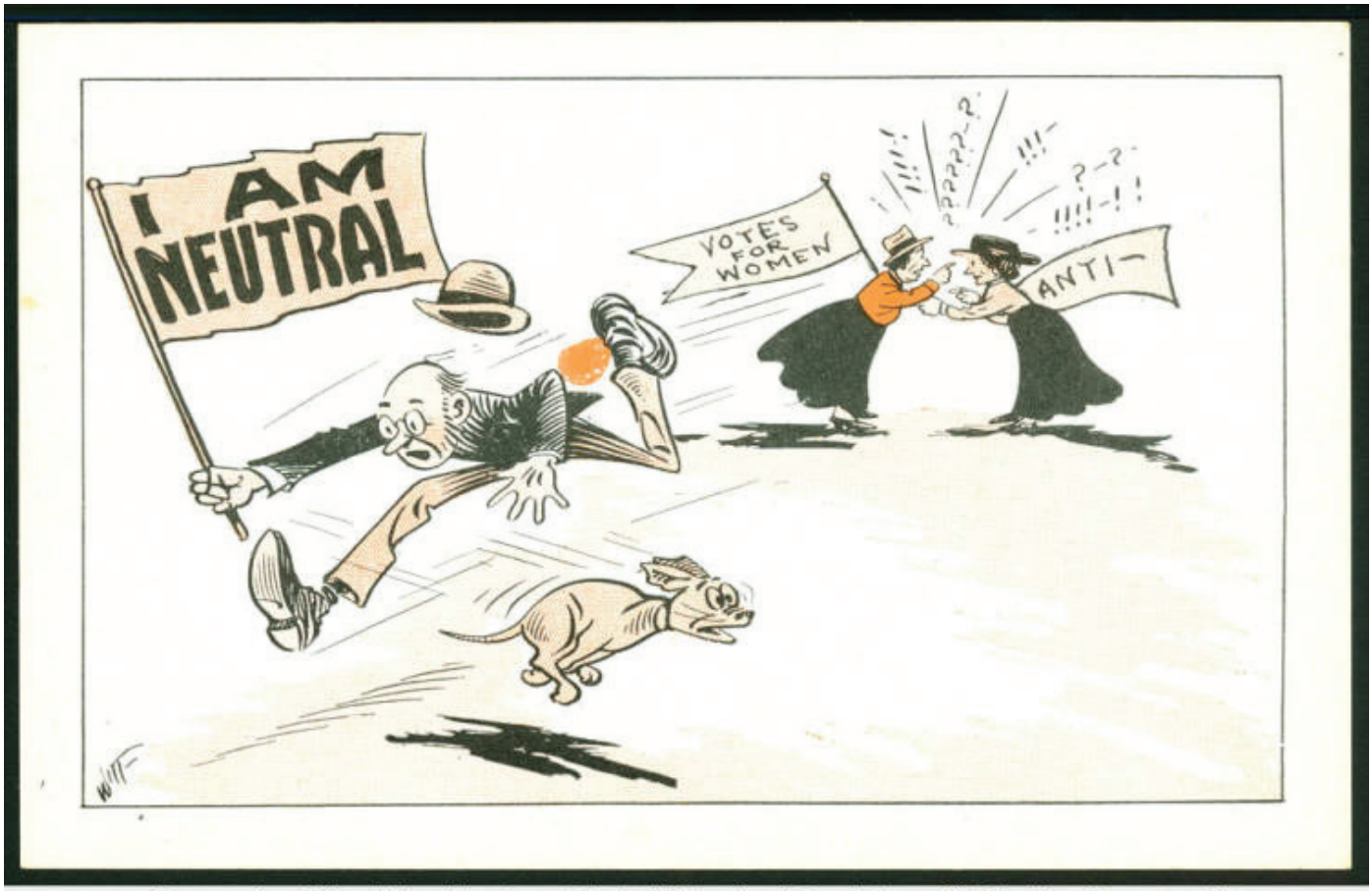
GRIZ




Oh you Suffragette
VOTES FOR WOMEN


TENNESSEE LEGISLATURE: "CONSAHN IT: WISH I COULD GET IT BACK!"
RATIFICATION OF SUFFRAGE AMENDMENT
PULL DOWN
U. S.
MAIL
GRISWOLD


FOR
LADIES ONLY


VOTES FOR WOMEN
Yes, indeedy, ma'am! I bin a sufferagist fer years, mostly from rheumatiz'!

The People Speak; Presidential Primaries and Caucuses

Grades	9 - 12
Subjects	Caucuses, primaries, persuasion, sources, research
Overview	This lesson will introduce students to primaries and caucuses. They will write informative essays and persuasive speeches.
EALRs	1.1.2; 1.2.3; 1.2.4; 1.4.1
Material needed	Background information on primaries and caucuses Compare/Contrast chart on page 21 Student handouts on pages 22 - 27 Optional: student speech evaluation forms of your choice--hint: look online
Time required	1 class session for the discussion 1 class session for each of Activities 1 and 2 Activity 3 will take 2 or 3 days, depending on the number of students in your class
Discussion	First be sure your students are familiar with primaries and caucuses by discussing background information in class. This information can be drawn from civics textbooks and page 22. Either as homework or in class have students read "How does the primary process work?," "A potential cure for interminable campaigns," "The presidential primary system and what to do about it" and "Caucus? Primary? Voters here can do both." Either in class or as homework have students fill out the chart on page 21 using their background knowledge and the four articles, remembering to cite their sources. Tell them to write small! Evaluate students on how much of the chart they complete. You may choose to give students two or more days to complete this assignment.
Activity 1	Guest Speaker Invite an elected official to your class to address this subject. Consider inviting political party chairs for your county. Even better: invite 2 or 3 of them. Give the speaker background information about what your students have been studying.
Activity 2	**Complete the compare/contrast chart** In class go over the charts square by square, asking students to supply answers. If a student is missing an answer, they should fill it in. Respond to student questions and allow the conversation to follow student interests.
Activity 3	**Informative essays** Have your students write a 200-word informative essay drawing from the information in their chart. They don't need to address every single issue recorded on their chart. Instruct your students to present multiple viewpoints and remain objective while citing their sources. Use class time to help students with their essay outlines and thesis statements.

Activity 4

Persuasive speeches

Have your students select a viewpoint from among those presented in the articles they read. Working in teams of 3 have students prepare a 5 minute persuasive speech from the perspective of either Bradford, Hall or Thomas.

Speeches should have an attention getter, a thesis statement, three supporting points and a conclusion that reinforces that thesis statement. Speeches should cite three sources, including two from students' own research.

Have students evaluate the speeches. Optional, find a speech evaluation form online and have your students evaluate speeches in writing.

Primaries and Caucuses Compare and Contrast		
	Primary	Caucuses
What steps are involved for the voter?		
How long does it take voters?		
What is the purpose?		
Who organizes it?		
Who pays for it?		
Who participates?		
Who benefits from this method?		
What are the advantages?		
What are the drawbacks?		
Who supports it?		
Who opposes it?		

How does the primary process work?

by Project Vote Smart

The Convention

Prior to a general election, there is a selection process to determine which candidate will appear on the ballot for a given political party in the nationwide general election. Political parties generally hold national conventions at which a group of delegates collectively decide upon which candidate they will run for the presidency. The process of choosing delegates to the national convention is undertaken at the state level, which means that there are significant differences from state to state and sometimes year to year. The two methods for choosing delegates to the national convention are the caucus and the primary.

The Caucus

Caucuses were the original method for selecting candidates but have decreased in number since the primary was introduced in the early 1900's. In states that hold caucuses a political party announces the date, time, and location of the meeting. Generally any voter registered with the party may attend. At the caucus, delegates are chosen to represent the state's interests at the national party convention. Prospective delegates are identified as favorable to a specific candidate or uncommitted. After discussion and debate an informal vote is taken to determine which delegates should be chosen.

The Primary

In the early twentieth century there was a movement to give more power to citizens in the selection of candidates for the party's nomination. The primary election developed from this reform movement. In a primary election, registered voters may participate in choosing the candidate for the party's nomination by voting through secret ballot, as in a general election.

There are two main types of primaries, closed or open, that determine who is eligible to vote in the primary. In a closed primary a registered voter may vote only in the election for the party with which that voter is affiliated. For example a voter registered as Democratic can vote only in the Democratic primary and a Republican can vote only in the Republican primary. In an open primary, on the other hand, a registered voter can vote in either primary regardless of party membership. The voter cannot, however, participate in more than one primary. A third less common type of primary, the blanket primary, allows registered voters to participate in all primaries.

In addition to differences in which voters are eligible to vote in the primary, there are differences in whether the ballot lists candidate or delegate names. The presidential preference primary is a direct vote for a specific candidate. The voter chooses the candidate by name. The second method is more indirect, giving the voter a choice among delegate names rather than candidate names. As in the caucus, delegates voice support for a particular candidate or remain uncommitted.

In some states a combination of the primary and caucus systems are used. The primary serves as a measure of public opinion but is not necessarily binding in choosing delegates. Sometimes the Party does not recognize open primaries because members of other parties are permitted to vote.

Awarding the Delegates

The Democratic Party always uses a proportional method for awarding delegates. The percentage of delegates each candidate is awarded (or the number of undecided delegates) is representative of the mood of the caucus-goers or the number of primary votes for the candidate.

For example imagine a state with ten delegates and three candidates. If 60% of the people supported candidate X, 20% supported candidate Y, and 20% supported candidate Z, candidate X would receive six delegates and candidates Y and Z would each receive two delegates.

The Republican Party, unlike the Democratic Party, allows each state to decide whether to use the winner-take-all method or the proportional method. In the winner-take-all method the candidate whom the majority of caucus participants or voters support receives all the delegates for the state.

It is essential to remember that this is a general guide and that the primary system differs significantly from state to state. The best way to find information about your state is to contact your state Board of Elections.

A potential cure for interminable campaigns

by Kim Bradford, The News Tribune editorial writer

November 11, 2009

Think the 2012 elections seem about as distant as the return of economic prosperity?

Think again. New Hampshire expects to kick off its presidential campaign season next month with a visit from rumored GOP hopeful, Minnesota Gov. Tim Pawlenty.

Such early starts are encouraged by the free-for-all that encourages states to jockey for earlier and earlier primary dates in the hopes of getting noticed by the candidates – a system that is coming under deserved fire once again.

New Hampshire held its earliest-ever presidential primary in 2008, having moved the election to Jan. 8 to preserve the state's traditional leadoff spot in the national nomination season.

Seventeen other states moved up their election dates as well, prompting candidates to begin campaigning a full year ahead of the election. It was the longest, most expensive and most frontloaded presidential primary election ever.

A system that promotes chaos and unfairness doesn't sit well with the nation's election arbiters. The National Association of Secretaries of State is hoping to replace the current system with rotating regional primaries beginning in March and lasting through June.

New Hampshire and Iowa would keep their spots at the head of the line – some battles are beyond fighting – but instead of states leapfrogging to be second, that honor would belong to a different region every four years.

The idea was a good one 10 years ago – when then-U.S. Sen. Slade Gorton (R-Wash.) advanced just such a reform – and it's only improved with age. In 2000, nine states held their primaries before March; last year, 37 states including Washington voted that early.

Secretary of State Sam Reed – whose predecessor Ralph Munro was also a fan of regional presidential primaries – is helping make the case to political parties. Last week, he spoke to a Republican National Committee panel that is considering changes in the 2012 primary calendar.

Getting the parties to sign off on the plan is crucial. They determine which votes count toward nomination; a system that doesn't have their support becomes little more than a collection of expensive beauty contests.

Reed says the plan would encourage candidates to become better versed on significant regional issues and give more Americans a shot at face-time with the frontrunners. Those are important considerations, but probably nothing else will recommend regional primaries to weary voters like the promise of a shorter campaign season.

Some way, somehow, the nation must get a handle on the presidential nomination process and the interminably long campaign season it produces. Regional presidential primaries is a good contender.

The presidential primary system and what to do about it

by Jon N. Hall, Republican, programmer/analyst

October 19, 2009

America's primary election system allows anyone to run in any party's primaries. For instance, New York City Mayor Michael Bloomberg has been a Democrat, a Republican and an Independent. If a radical leftist runs in a Democratic primary, it's just possible that the Democrats would end up with a radical leftist nominee. The same could happen to the GOP.

The primary system elongates campaigns, especially campaigns for the presidency. Indeed, most of a presidential campaign is the primaries. Is it good for America to have these seemingly endless campaigns? Don't a lot of folks just tune out and ignore it all? Because of the expense, length and general arduousness of primaries, some of our best people take a pass on elective office.

One of the more sobering problems with the primary system is that voters can vote for candidates they have no intention of voting for in the general election. That is, they can switch parties and vote for the weaker candidates of the opposition party. This tactic was famously deployed in the last campaign: Rush Limbaugh's "Operation Chaos". "Party switching" is an especially tempting tactic when one's own candidate is an incumbent or otherwise assured of primary victory. The primary system puts a party's hopes in the hands of voters before the real election: the general election.

Under the current presidential primary system, conventions have devolved into pro forma exercises, the selections having already been made in the primary elections. Unless the primaries produced a near photo finish and trigger a "brokered convention", a convention is a coronation, a made-for-TV party jamboree. Conventions are usually meaningless insofar as choosing a nominee is concerned.

The current presidential primary system should be junked. It is a party's convention delegates that should choose a party's presidential nominee, not primary voters.

What we're proposing here is that conventions revert back to being more like what they were in the pre-McGovern era. In such a convention system, the job of delegate would become far more important. Rather than being mere agents of the primary voters' will, delegates would be the ones making the decision.

The selection of delegates, then, would be very serious. Delegates would be thoroughly vetted true-blue party members. But, just as with electors in the Electoral College, no delegate would be a federal official (Article II, Section 1. 2.). Therefore, the Democrats' undemocratic institution of the "super-delegate" should be changed.

Under our proposed reform, conventions would be far different than today. Since there'd be no pre-selected winner, conventions would again be serious deliberative work. Those wishing to run for president would present themselves at their party's convention and try to convince the delegates that they're the man for the job.

But also, there could be a draft: The delegates themselves could nominate someone who isn't even attending the convention, perhaps a general, an ambassador, or an academic. The draft reminds me of Arthur Clarke's 1986 novel The Songs of Distant Earth (p. 48) where "it was universally accepted that anyone who deliberately aimed at the job [of president] should automatically be disqualified". (Yes, the quote is from a science fiction tale where heads of state were chosen by lottery, but I thought it resonant.)

Our current primary system serves no one but incumbents. But with our new system, an incumbent would be required to present himself at the convention along with challengers. Which means: Delegates could decide not to run an incumbent. Also, delegates could reconvene and take their nominee, including an incumbent, off the general election ballot at anytime. The ability to withdraw a nominee is especially important to the fate of a party if a cloud, such as an indictment, comes over their nominee. (Think Ted Stevens.)

If some think our proposal undemocratic, they might think again. We wouldn't be changing how we elect our president; we'd only be changing how we select nominees. Anyone and everyone could still run for president, but not necessarily in any party. If opposition party members don't like it that they can't vote in the primary of another party, who cares. If unaligned voters (Independents) don't like not having a say, let them form their

own parties. And if party members miss voting for a candidate in their primaries, let them vie to become delegates.

There is one not-so-little snag in our proposal, and that is election law now on the books. Changing these laws would be difficult, and met with stiff opposition. So until these laws are thrown out, I propose that convention delegates ignore the result of the primaries, forget that they're "pledged" to a certain primary candidate, and engineer open conventions where they can choose, or perhaps draft, the best person.

Just what is a party? And how much autonomy should a party have?

A party is an exclusive club of like-minded individuals. Sure, a party can be a "big tent", but it can't allow too much heterodoxy lest it loose its identity. It is the party that should choose its standard-bearer, not the public. And it's nobody's business but the party's how a party chooses its delegates and its nominee.

Professional politicians aren't going to like our little proposal one little bit. But it is in the interest of the country that every party runs its very best people, and this just isn't happening. I contend this is because of the presidential primary system. Let's junk it.

Caucus? Primary? Voters here can do both

by Ralph Thomas, Seattle Times Olympia bureau

January 28, 2008

OLYMPIA — This week, many voters will begin receiving their ballots for the state's Feb. 19 presidential primary election.

But here's the catch — well, actually, there are several.

Those ballots won't explain that voting for a Democrat carries only symbolic weight. To have a say in picking the Democratic nominee, voters must attend one of the party's Feb. 9 precinct-caucus meetings — 10 days before the primary.

And there's nothing on the Republican ballots that says they count for only about half the vote. The GOP is choosing roughly half of its delegates through the primary and the other half through the caucuses, also on Feb. 9.

So, say you're a Republican-leaning voter who is torn between John McCain and Mike Huckabee. There's nothing stopping you from splitting your vote — you could caucus for McCain, then vote for Huckabee in the primary.

Confused? It's no wonder.

Political parties in every state have their own peculiar way of nominating presidential candidates. But over the past two decades, Washington's role in the nomination game has evolved beyond peculiar and now borders on bizarre.

Compared to how it's done in other states, "we're pretty far out there," said Todd Donavan, a political-science professor at Western Washington University.

With this year's wide-open presidential races, Democratic and Republican party leaders say there's a chance Washington voters could play a major role in deciding one or both of the nominees. It's doubtful either race will be decided by Feb. 5 — "Super Tuesday" — when two dozen states hold their primaries or precinct caucuses.

But let's forget all that do-we-matter speculation for a moment. First, a little primer on Washington's primary and caucuses.

Primary's tortured past

For nearly a century, Washington's political parties relied solely on precinct caucuses — small gatherings held in homes, schools, churches and firehouses — to allocate delegates to the national nominating conventions.

But that all changed after the 1988 election. That was the year televangelist Pat Robertson and his so-called "invisible army" of Christian conservative voters dominated the state Republican caucuses and conventions.

The next year, the Legislature adopted a citizen initiative calling for a presidential primary. The measure said the party caucus systems were "unnecessarily restrictive" and discriminated against the elderly, disabled and other people unable to attend the gatherings.

But Washington's presidential primary has had a tortured history.

The Republican Party used the first primary, in 1992, to allocate all of its delegates to the national convention. But it hardly mattered because then-President George H.W. Bush already had a lock on the nomination.

The Republicans then switched to a hybrid approach, using the primary to allocate half its delegates in 1996 and a third in 2000.

The state Democratic Party, meanwhile, has never relied on the primary and instead divvies up all of its delegates through the caucus and convention process.

The presidential primary eventually became so meaningless that the Legislature canceled it in 2004. Lawmakers argued it would be a waste of money, given that the Democrats were ignoring the primary and President George W. Bush had no serious challenger on the Republican ticket.

But the primary was revived for 2008. Hoping to give it more impact nationally, a panel of party leaders and state lawmakers agreed last summer to move the primary up by three months, to Feb. 19.

Once again, however, the Democrats are not using it to select delegates. And the Republican Party will use the primary results to allocate only 19 of its 40 delegates to the GOP national convention.

The state estimates the election will cost about $10 million. So, for those keeping score, that works out to about $526,000 per delegate that will

actually be determined by the primary.

People who vote in the primary will have to choose between a Democratic or Republican ballot and will have to sign an oath promising that they haven't participated in the other party's nominating process.

Unlike 1996 and 2000, voters will not have the option of using an "unaffiliated" ballot. Though a large percentage of voters in those elections cast unaffiliated ballots, their votes were never counted by either party. So the state decided to scrap that option.

Primary vs. caucuses

Whether the primary has meaning remains a subject of much debate.

Secretary of State Sam Reed contends the primary — and not the caucuses — will carry more weight. He said candidates stand to gain a bigger bump of publicity through the primary because it "really is a better representation of a broad cross-section of the electorate."

There is some evidence that Washington's primary has mattered to the candidates in the past. In 2000, even though the primary would be used to decide only a handful of GOP delegates, candidates from both parties flocked to the state before the election. They hoped a win here would give them at least a symbolic bounce heading into that year's "Super Tuesday."

Still, state Democratic Party Chairman Dwight Pelz scoffed at Reed's assertions that the primary means more.

"How do you take three-quarters of the delegates being decided through the caucuses and one-quarter through the primary and come up with the math that the primary is more meaningful?" Pelz said.

Pelz, who referred to the primary as a "$10 million public-opinion poll," is angry that Reed has been aggressively promoting the primary and hardly mentions the caucuses.

It's a tussle that goes back many years.

Reed's predecessor, longtime Secretary of State Ralph Munro, was an outspoken critic of the caucus systems who tried in vain to force the parties to use the primary. Munro liked to say that the problem with caucuses is that they require people to argue with their neighbors about politics.

And, like other critics, Munro argued that the caucuses are poorly attended and too easily controlled by a small number of hard-core activists. Under the caucus system, he said, there are "more people going to the boat show than participating in the process."

The highest turnout ever for a presidential primary in Washington was in 2000, when nearly 43 percent of voters cast ballots. During the hotly contested race for the 2004 Democratic nomination, about 100,000 turned out for that party's caucuses. That's less than 3 percent of the state's voters.

But party insiders staunchly defend the precinct caucuses.

Dick Derham, a longtime Republican activist, said moderates like Munro and Reed hate the caucuses because they have typically favored the more conservative candidates.

And, aside from serving as valuable "party building" events, Derham said, the caucuses are a better way of measuring a candidate's grass-roots organizing strength.

State Republican Party Chairman Luke Esser said the GOP's decision to select delegates through both the caucuses and the primary is a "balanced solution." He said the primary is more convenient for most voters, but added he doesn't think the caucuses are that big a burden.

"People are busy," Esser said, "but I don't think it's asking too much to take a couple hours to try to help us figure out who the next president of the United States is going to be."

The Constitution on Voting

Grades	9 - 12
Subjects	U.S. Constitution, amendments, visual persuasion, democratic ideals
Overview	Students will learn about constitutional amendments affecting voting and then propose their own amendment.
EALRs	1.1.1; 1.1.2; 1.2.4; 1.4.1
Material needed	Background information on "democratic ideals" from previous studies Student flashcards on page 30 "The Changing U.S. Constitution" on page 31 "U.S. Constitution Article 5" and "The amendment process" on page 32 List of proposed amendments on page 33 Posters on pages 34 - 37 on overhead projector
Time required	1 class session for background discussion 1 class session for each of activities 1 - 4

Discussion

Background

In 1787, only white men over 21 could vote. The following constitutional amendments changed that.

15th Amendment: This amendment, ratified in 1870, said that no citizen's vote could be taken away because of his race or color or because he was once a slave.

In 1861, President Lincoln signed the Emancipation Proclamation, giving slaves their freedom. Nine years later this amendment gave citizens of all races the right to vote. It was a start in giving blacks full equality with whites.

19th Amendment: After this amendment was ratified in 1920, all women in the U.S. were allowed to vote.

In 1787, men were always considered head of the household. Only they could vote. But women were becoming better educated. By 1848, they were working together to gain voting rights. Lawmakers were finally convinced 72 years later.

26th Amendment: This amendment was passed in 1971, and it gave people 18 to 20 years old the right to vote. The national voting age had been 21.

Eighteen-year-olds are old enough to join the U.S. armed forces. Many people think that this makes them old enough to vote for U.S. leaders, too. This amendment had widespread support. It was ratified in only four months.

Discussion about the changing U.S. Constitution

Distribute handout from page 31. Read aloud in class. Ask students, "How would you change the Constitution?" Write answers on the board.

Homework

At the end of class, give each student a set of questions and answers from page 30. Have each student make flashcards as homework.

The Constitution on Voting

Activity 1

Quiz show

Physically divide the class into two teams, A and B. Go through the questions on page 30 one at a time. The first team with a correct answer gets a point. The team with the most correct answers wins. This quiz should be fun and move fast.

After students have gone through the questions enough to know the answers well, have them use the information in The Changing U.S. Constitution on page 31 to write their own quiz questions. Collect the questions. Quiz team A with the questions team B wrote and vice versa.

Activity 2

Democratic ideals and principles

If your students haven't read about The Changing U.S. Constitution on page 31, have them do so in class.

As a class, brainstorm democratic ideals and principles as outlined in our nation's founding documents such as the declaration of independence, the constitution, the bill of rights, the federalist papers and the anti-federalist papers. Discuss amendments 15, 19 and 26. Answer the questions, "How does this amendment extend democratic ideals or principles?" and "How might someone disagree with the amendment based on democratic ideals or principles?"

Activity 3

Proposed amendments

Pass out the list of proposed amendments on page 33. Go around the room having each student read an amendment.

Break students into groups. Have each group select an amendment from page 33 or further narrow the list yourself or assign an amendment to each group. Have each group use evidence from the declaration of independence, the constitution, the bill of rights, the federalist papers and the anti-federalist papers to create a list of arguments for why that amendment furthers democratic ideals or principles.

Activity 4

Interdisciplinary connection: Art in politics

Examples of persuasive posters begin on page 34. Show these posters to your class and discuss the persuasive words and images using the questions below to guide you.

1. Who made the poster?
2. Who is their target audience? Who are they trying to communicate to?
3. What action, if any, do they want their audience to perform?
4. What words to they use to persuade their audience?
5. What images do they use?
6. Do they appeal to any democratic ideals?
7. Do you think the poster will be persuasive for the target audience?
8. How might it be more convincing?

Each group will pretend they are promoting their amendment from Activity 3. They will create a persuasive poster promoting their amendment and appealing to democratic ideals discussed in Activity 2. They will then present the poster to the class and explain how the poster uses words and images to appeal to democratic ideals and promote their amendment.

Make a set of flashcards for yourself using the questions and answers below.

Q. At the birth of our nation, who could vote?
A. White men over 21.

Q. What was the 15th Amendment?
A. It said that no citizen's vote could be taken away because of his race or color or because he was once a slave.

Q. When was the 15th Amendment ratified?
A. 1870

Q. When was the Emancipation Proclamation signed?
A. 1861

Q. What was the Emancipation Proclamation?
A. It proclaimed all slaves free.

Q. Who signed the Emancipation Proclamation?
A. Abraham Lincoln

Q. What was the 19th Amendment?
A. It gave women the right to vote.

Q. When was the 19th Amendment ratified?
A. 1920

Q. How many years did it take to convince the U.S. Congress that women could vote as intelligently as men?
A. 72 years

Q. What was the 26th Amendment?
A. It gave people 18 - 20 the right to vote.

Q. When was the 26th Amendment ratified?
A. 1971

Q. Why was the 26th Amendment ratified?
A. People believed if an 18-year-old was old enough to join the armed forces s/he was old enough to vote.

The Changing U.S. Constitution

You may have heard the U.S. Constitution called "a living document." Though it may seem like a dry piece of paper to you, it really is designed to live and grow as the nation grows.

Even the Founding Fathers knew it might have to change with the times. Article Five of the Constitution spells it out: "The Congress, whenever two-thirds of both Houses [the House and the Senate] shall deem it necessary, shall propose amendments to this Constitution . . ." States were also given a chance to propose changes, or amendments. Three-fourths of the states have to approve the amendment for it to become law.

In the past 200 years, the Constitution has been amended 27 times. The 13th Amendment, in 1865, forever banned the practice of slavery. The 15th Amendment, in 1870, gave all citizens the right to vote, regardless of their race.

Americans have added laws only to take them back. In 1919, the 18th Amendment was passed. It banned the making and selling of alcohol. But it was impossible to get all people to stop drinking. Many people felt the government had no right to make laws about their private habits. So in 1933, the 21st Amendment was adopted. It repealed, or canceled, the 18th Amendment.

The nation may need amendments in the future. For example, advances in technology may change the way we communicate. Someday, we may be able to vote from our own homes, hooked into central computers through our TV sets. And what if we are able to live in space? We may need new laws to govern space life.

What kind of laws do you think we will need in the future? How would you change the Constitution if you could? Newstime asked that question of people who've worked closely with the Constitution. Here are two responses.

"It is not perfect, as Franklin said, but the best thing of its kind that was ever put together."--Warren Burger, Chief Justice of the Supreme Court from 1969-86

"I would lengthen the term of members of the House of Representatives from two years to four years. This would give them more time to concentrate on policy instead of politics!"--Richard Nixon, President, 1969-74

U.S. Constitution Article 5

Ratified June 21, 1788

The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as part of this Constitution, when ratified by the Legislatures of three fourths of the several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress; Provided that no Amendment which may be made prior to the Year One thousand eight hundred and eight shall in any Manner affect the first and fourth Clauses in the Ninth Section of the first Article; and that no State, without its Consent, shall be deprived of its equal Suffrage in the Senate.

The Amendment Process

by usconstitution.net

There are essentially two ways spelled out in the Constitution for how to propose an amendment. One has never been used.

The first method is for a bill to pass both houses of the legislature, by a two-thirds majority in each. Once the bill has passed both houses, it goes on to the states. This is the route taken by all current amendments. Because of some long outstanding amendments, such as the 27th, Congress will normally put a time limit (typically seven years) for the bill to be approved as an amendment (for example, see the 21st and 22nd).

The second method prescribed is for a Constitutional Convention to be called by two-thirds of the legislatures of the States, and for that Convention to propose one or more amendments. These amendments are then sent to the states to be approved by three-fourths of the legislatures or conventions. This route has never been taken, and there is discussion in political science circles about just how such a convention would be convened, and what kind of changes it would bring about.

Regardless of which of the two proposal routes is taken, the amendment must be ratified, or approved, by three-fourths of states. There are two ways to do this, too. The text of the amendment may specify whether the bill must be passed by the state legislatures or by a state convention. See the Ratification Convention Page for a discussion of the make up of a convention. Amendments are sent to the legislatures of the states by default. Only one amendment, the 21st, specified a convention. In any case, passage by the legislature or convention is by simple majority.

The Constitution, then, spells out four paths for an amendment:

Proposal by convention of states, ratification by state conventions (never used)

Proposal by convention of states, ratification by state legislatures (never used)

Proposal by Congress, ratification by state conventions (used once)

Proposal by Congress, ratification by state legislatures (used all other times)

It is interesting to note that at no point does the President have a role in the formal amendment process (though he would be free to make his opinion known). He cannot veto an amendment proposal, nor a ratification. This point is clear in Article 5, and was reaffirmed by the Supreme Court in Hollingsworth v Virginia (3 US 378 [1798]).

Some Proposed Amendments

To ensure reproductive rights of women

To force the Congress and President to agree to a balanced budget, with overspending allowed only in the case of a three-fifths vote of Congress

To ensure that all children who are citizens have a right to a "free and adequate education"

To specifically permit prayer at school meetings and ceremonies

To allow non-natural born citizens to become President if they have been a citizen for 20 years

To specifically allow Congress to regulate the amount of personal funds a candidate to public office can expend in a campaign

To ensure that apportionment of Representatives be set by counting only citizens

To make the filibuster in the Senate a part of the Constitution

To provide for continuity of government in case of a catastrophic event

The "Every Vote Counts" Amendment - providing for direct election of the President and Vice President, abolishing the Electoral College

To clarify eminent domain, specifically that no takings can be transferred to a private person except for transportation projects

Providing a right to work, for equal pay for equal work, the right to organize, and the right to favorable work conditions

To allow the President to reduce any Congressional appropriation, or to disapprove of same (akin to a line-item veto)

To lower the age restriction on Representatives and Senators from 30 and 25 respectively to 21

To ensure that citizens of U.S. territories and commonwealths can vote in presidential elections

To guarantee the right to use the word "God" in the Pledge of Allegiance and the national motto

To restrict marriage in all states to be between a man and a woman

To remove any protection any court may find for child pornography

To allow Congress to pass laws for emergency replenishment of its membership should more than a quarter of either house be killed

To place Presidential nominees immediately into position, providing the Senate with 120 days to reject the nominee before the appointment is automatically permanent

Calling for the repeal of the 8th Amendment and its replacement with wording prohibiting incarceration for minor traffic offenses

To specify that progressive income taxes must be used

To specify a right to "equal high quality" health care

To limit pardons granted between October 1 and January 21 of any presidential election year

To require a balanced budget without use of Social Security Trust Fund monies

To allow for any person who has been a citizen of the United States for twenty years or more to be eligible for the Presidency

To force the members of Congress and the President to forfeit their salary, on a per diem basis, for every day past the end of the fiscal year that a budget for that year remains unpassed

To provide a new method for proposing amendments to the Constitution, where two-thirds of all state legislatures could start the process

To allow Congress to enact campaign spending limits on federal elections

To allow Congress to enact campaign spending limits on state elections

To declare that life begins at conception and that the 5th and 14th Amendments apply to unborn children

To prohibit courts from instructing any state or lower government to levy or raise taxes

To force a national referendum for any deficit spending

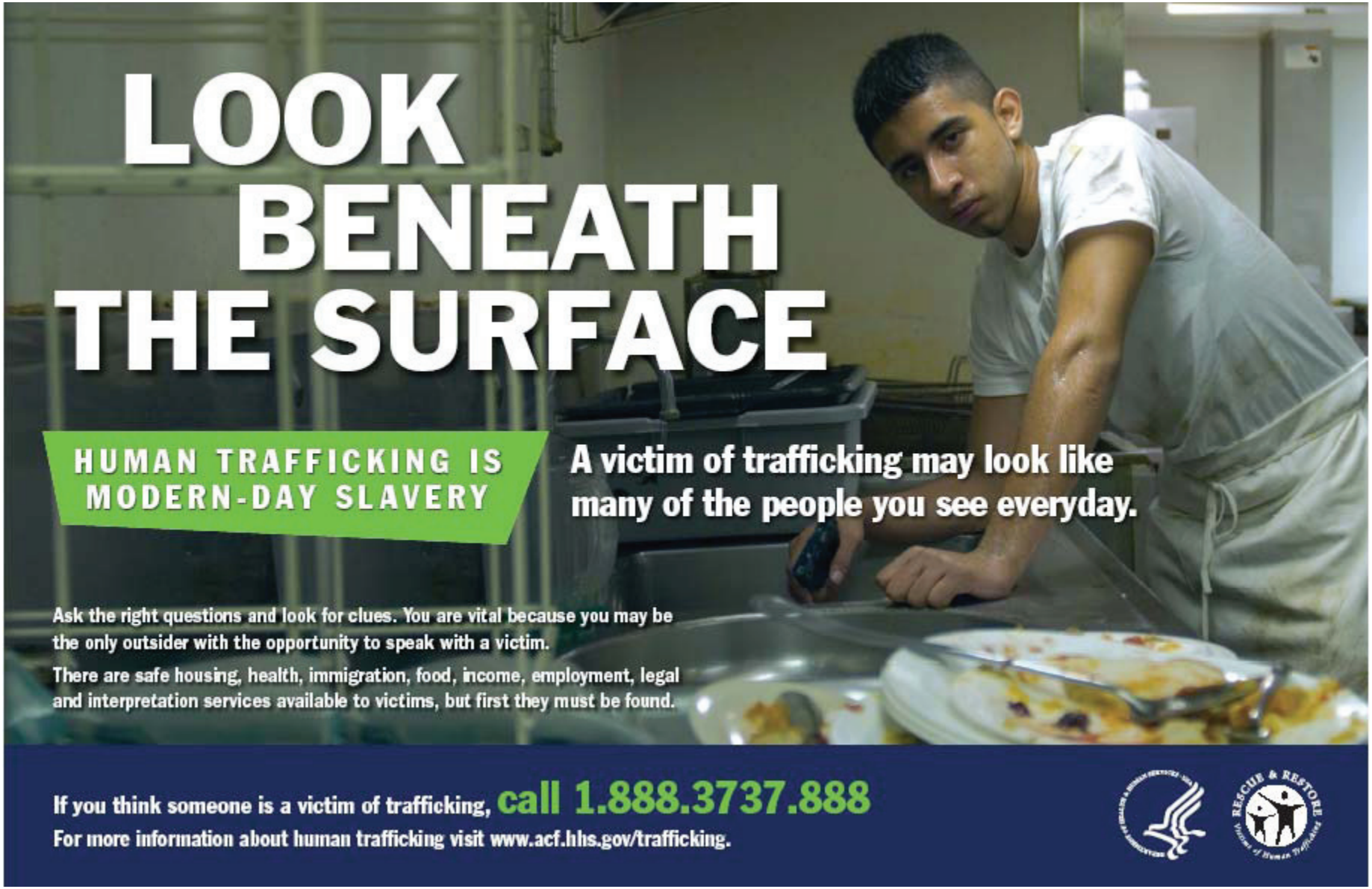
To provide for the reconfirmation of federal judges every 12 years

To prohibit the early release of convicted criminals

To establish the right to a home

To define the legal effect of international treaties

To clarify that the Constitution neither prohibits nor requires school prayer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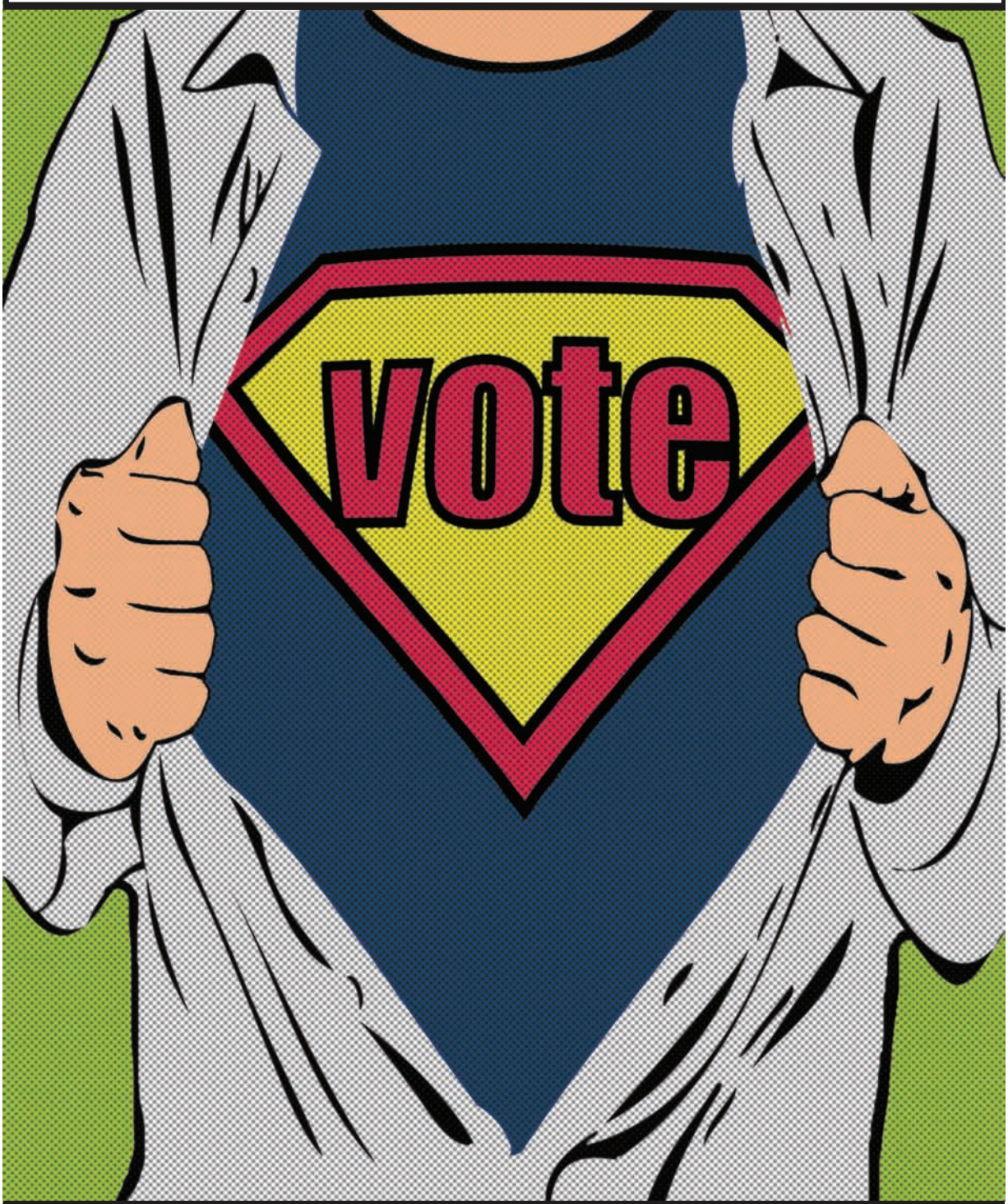

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