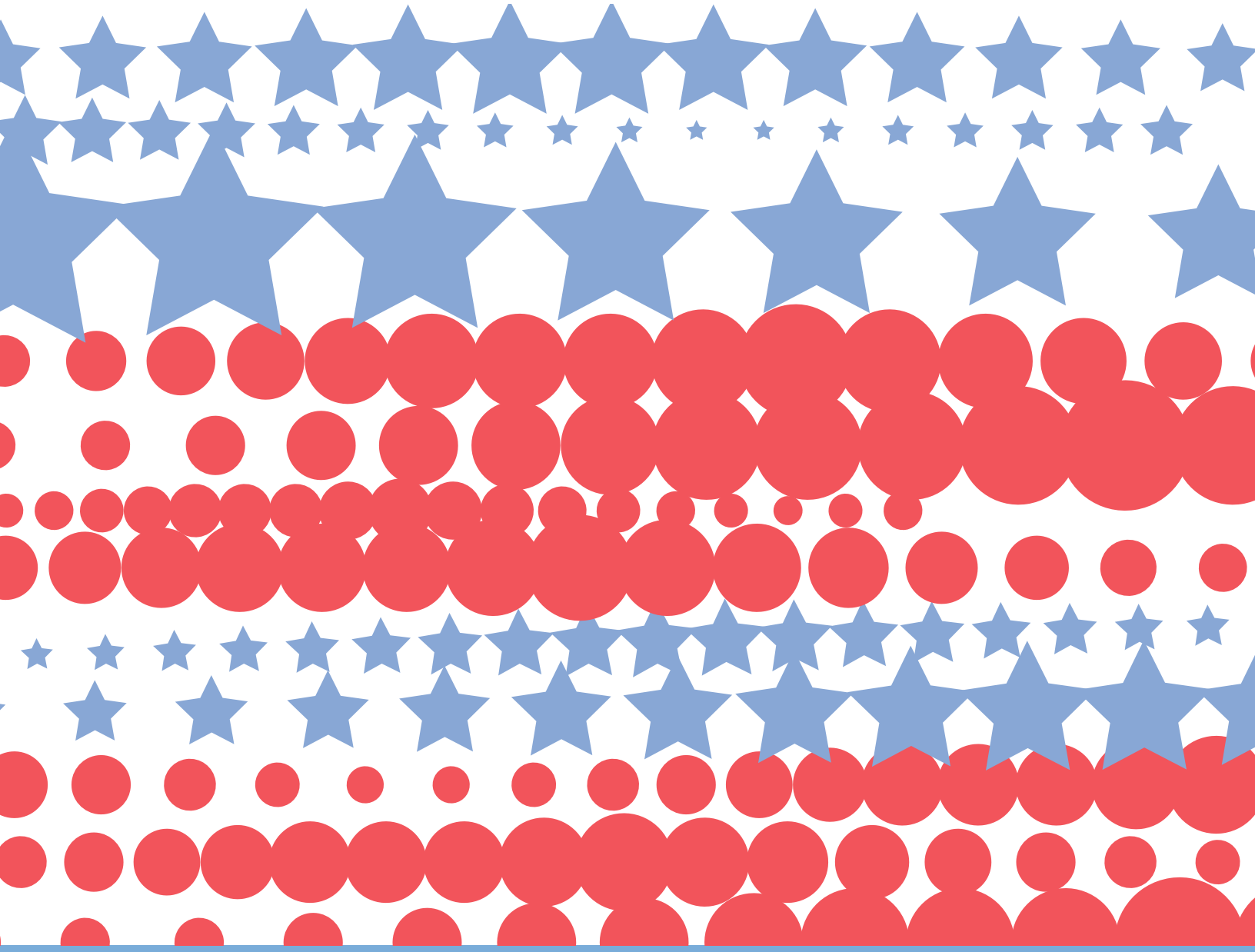
# Teaching Elections
## in Washington State

Lesson plans & classroom activities
for grades K–12



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Dear Educator,

Thank you for teaching our youngest citizens their role in the electoral process. Democracy isn't inherited – each new generation must learn their voting rights and responsibilities.

Public education was established in America to prepare future citizens for their role in our democracy. Civics education – once the foundation of our schools – has been sidelined. Few 18-year-olds know how elections impact their lives, or even how to vote.

Educators need civics curriculum that informs and engages students. *Teaching Elections* is written by Washington teachers to do just that. My hope is that students will graduate with the knowledge and enthusiasm to fully participate in our communities.

I encourage your students to vote in our online Mock Election at **www.vote.wa.gov/MockElection**, held in late October every year. The Mock Election is a nonpartisan civics education experience designed to teach kids the importance of voting, and how to become informed voters. Students can vote for the same candidates and measures adults see on their ballots.

I applaud your contributions to helping youth make their voices heard. With your guidance, students will be ready to take their place as our state's future leaders and decision-makers.

Sincerely,

KIM WYMAN
Washington Secretary of State

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# Common Core & State Standards

*Teaching Elections* meets both the common core and state standards. This is a list of standards met by these lessons, with an easy reference chart.

## Civics Graduation Requirement

RCW 28A.230.093

At least one-half (0.5) credit must be coursework in civics. The content must include:

- Rights and responsibilities of citizens in the Washington State and United States constitutions.
- Current issues at each level of government.
- Electoral issues, including elections, ballot measures, initiatives, and referenda.

## State Standards

### Social studies

1. Civics – The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and demonstrates thoughtful, participatory citizenship.
   - 1.2 Understands the purposes, organizations, and function of governments, laws, and political systems.
   - 1.4 Understands civic involvement.
5. Social studies skills – The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.
   - 5.1 Uses critical reasoning skills to analyze and evaluate positions.
   - 5.1.1 Understands positions on an issue.
   - 5.1.2 Evaluates the significance of information used to support positions on an issue or event.
   - 5.3 Deliberates public issues.
   - 5.3.1 Engages in discussions that clarify and address multiple viewpoints on public issues.

### Communication

1. The student uses listening and observation skills and strategies to gain understanding.
   - 1.1 Uses listening and observation skills to focus attention and interpret information.
   - 1.2 Understands, analyzes, synthesizes, or evaluates information from a variety of sources.

### Reading

3. The student reads different materials for a variety of purposes.
   - 3.1 Reads to learn new information.
   - 3.1.1 Analyzes web-based and other resource materials (including primary sources and secondary sources) for relevance in answering research questions.

## Common Core Standards

### Key ideas & details

1. Determine what the text says explicitly and make logical inferences from it; cite specific textual evidence to support conclusions.

### Craft & structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of knowledge & ideas

7. Integrate and evaluate content presented in diverse media formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Text types & purposes**

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real events using effective technique, well-chosen details, and well-structured event sequences.

**Research to build & present knowledge**

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Comprehension & collaboration**

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Vocabulary acquisition & use**

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

| Lessons | Civics 1.2 | Civics 1.4 | Social Studies 5.1 | Social Studies 5.1.1 | Social Studies 5.1.2 | Social Studies 5.3 | Social Studies 5.3.1 | Communication 1.1 | Communication 1.2 | Reading 3.1 | Reading 3.1.1 | Key Ideas & Details 1 | Craft & Structure 4 | Craft & Structure 6 | Knowledge & Ideas 7 | Knowledge & Ideas 8 | Knowledge & Ideas 9 | Text Types & Purposes 1 | Text Types & Purposes 2 | Text Types & Purposes 3 | Research 7 | Research 8 | Research 9 | Comprehension 1 | Comprehension 2 | Comprehension 3 | Vocabulary 4 | Vocabulary 5 | Vocabulary 6 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1. Citizenship | | ● | ● | | | ● | ● | ● | ● | | | ● | ● | | | ● | ● | ● | | | | | ● | ● | | ● | ● | ● | ● |
| 2. Voters | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | | ● | ● | ● | ● | ● | ● | ● | ● |
| 3. Elections | ● | ● | | | | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | ● | | | | ● | ● | ● | ● | ● | ● | ● |
| 4. Voting | ● | ● | | | ● | ● | ● | ● | ● | | | | | | ● | ● | | | | | ● | ● | ● | ● | ● | | ● | | ● |
| 5. Candidates | ● | ● | | ● | | ● | | ● | ● | | | ● | ● | | | | | | | | ● | ● | ● | ● | | | ● | | ● |
| 6. Presidents | ● | ● | | | | ● | ● | | ● | | | ● | ● | ● | | ● | ● | ● | | ● | | | ● | ● | | ● | ● | ● | ● |
| 7. Sources | | | ● | ● | ● | | | ● | ● | | | ● | ● | ● | ● | ● | | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● |
| 8. Initiatives | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | | | | | ● | ● | ● | ● | ● | ● | | | ● | | ● |
| 9. Decisions | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | ● | | ● | ● | | ● | ● | ● | ● | ● | ● | ● | ● | ● |

# OSPI Civics Assessments (CBAs)

State law requires that students complete a civics assessment developed by the Washington Superintendent of Public Instruction (OSPI). Each lesson in *Teaching Elections* helps students complete the grade-appropriate assessment questions listed here.

OSPI's assessment instructions state "Citizens in a democracy have the right and responsibility to make informed decisions. Students will make an informed decision on a public issue after researching and discussing different perspectives on this issue."

**Elementary OSPI assessment:**

***You Decide***

In a paper or presentation, students will:

- Explain two perspectives on a public issue.
- State their position on the issue.
- Include an explanation of how this issue relates to either a right or a common good.
- Cite two sources.

**Elementary assessment question:**

***Should voting be required?***

This topic allows for a variety of skill and interest levels. Students might address the question of voting as a right vs. responsibility. Additionally, some students may choose to conduct an international comparison by looking at Australia or other countries where voting requirements are different than those in the United States.

**Middle School OSPI assessment:**

***Constitutional Issues***

In a paper or presentation, students will:

- State a position on an issue that considers both individual rights and the common good.
- Describe what the issue is, who is involved, and why the issue is important.
- Provide reasons for the student's position that include an explanation of how a constitutional principle logically supports the position, and how one additional piece of credible information logically supports the position.
- Make references to and cite three sources.

**High School OSPI assessment:**

***Constitutional Issues***

In a paper or presentation, students will:

- State a position on an issue that considers the interaction between individual rights and the common good, and includes an analysis of how to advocate that position.
- Provide reasons for their position that include an analysis of how the Constitution promotes one specific ideal or principle connected with the position; an evaluation of how well the Constitution was upheld by a court case or a government policy related to the position; and a fair interpretation of a position on the issue that contrasts with their own.
- Make references to and cite three sources.

**Middle & High School assessment questions (students may choose):**

***Should the ballot be translated into languages other than English?***

The federal Voting Rights Act, Section 203, requires translated ballots if more than 5 percent (or 10,000) of the population speaks Spanish, Asian, or Native American languages. Several Washington counties must provide Spanish ballots, and King County (includes Seattle) must provide ballots in Chinese and Vietnamese. But Washington also has large Slavic and African populations that are not covered by Section 203.

- Using the assessment guidelines, ask students to state a position: translate for all languages that meet the minimum threshold; keep the language requirement as is; or, don't translate ballots at all.
- Explain how U.S. Constitutional Amendments 15 and 24, the 1964 Civil Rights Act, and the 1965 Voting Rights Act support the position.

***Should 17-year-olds vote in a Primary if they'll be 18 by the General Election?***

Voters must be 18 on or before the next election. But should 17-year-olds have the right to vote in the Primary that determines the candidates in the General Election if they will be 18 by that time?

- Students should develop an argument for or against 17-year-olds voting in the Primary considering how it affects the rights of these young voters and older voters.
- Reasons should include an explanation of how the 26th Amendment to the U.S. Constitution supports their positions.
- Reference three primary sources, such as the 2008 U.S. Supreme Court ruling on Washington's Top 2 Primary (p. 21).

# Teaching Tips From the Authors

As a civics instructor, you must often discuss sensitive subjects. Here are some tips to help you avoid controversy:

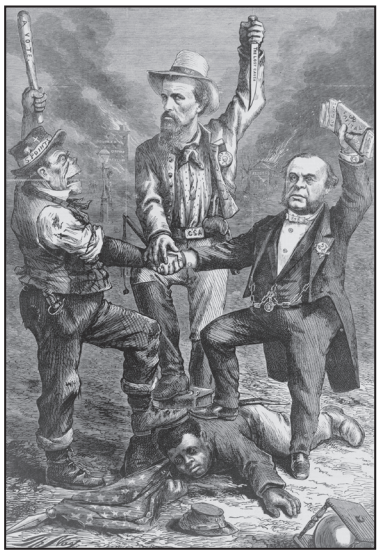
- Be clear that grades are based on how well students *defend* their opinions. Students' opinions are never "right" or "wrong."
- You might assign viewpoints to research and debate so students aren't required to express their personal beliefs in front of their peers.
- Never share your own political views. Turn inquiries back on students. You might ask, "That's an interesting question; what do you think?"
- For every opinion expressed, be sure a rebuttal is given. Direct the conversation with questions like, "Is there another side to that argument?"

Talking about political issues can be tough, but it's important the next generation of voters learns to respectfully discuss the civic choices we face as adults. We hope you find the lessons in *Teaching Elections* a useful addition to your toolbox!

**Ann Marie Odegaard,** Longview School District
**Mary Pryor**, Dayton School District (retired)

# History of Voting in America

**1776** Voting is controlled by individual state legislatures. Only white men age 21 and older who own land can vote.



**1868** The 14th Amendment to the U.S. Constitution grants full citizenship rights, including voting rights, to all men born or naturalized in the United States.

**1870** The 15th Amendment to the U.S. Constitution eliminates racial barriers to voting; however, many states continue practicing voter discrimination. Poll taxes, literacy tests, fraud, and intimidation still prevent many from voting. Native Americans are still denied the right to vote.

**1910** Washington voters amend the state Constitution, allowing women to vote and run for office.

**1912** Washington voters amend the state Constitution, giving citizens the power to propose initiatives and referenda; the first statewide initiative in 1914 bans alcohol sales.

**1920** The 19th Amendment to the U.S. Constitution is ratified, giving women the right to vote nationwide.

**1923** Washington State voters pass Initiative 40, repealing the poll tax. Poll taxes are used in many states as a way to discriminate against certain voters.

**1924** The Indian Citizenship Act grants Native Americans citizenship and voting rights.

**1964** The federal Civil Rights Act is passed to ensure that all men and women age 21 and older, regardless of race, religion, or education, have the right to vote.

The 24th Amendment to the U.S. Constitution is ratified, eliminating poll taxes nationwide.

**1965** The federal Voting Rights Act suspends literacy tests. Registration and voting rights are now federally enforced.

**2000** The U.S. Supreme Court decides the Presidential Election after dubious ballot counting practices call into question Florida's electoral votes. The incident sparks national outcry and a wave of election reforms.

The U.S. Census reveals that Washington's non-English speaking population has grown large enough that voting materials in some counties must be translated to comply with the 1975 Voting Rights Act.

**1971** The 26th Amendment to the U.S. Constitution lowers the voting age to 18.

**1975** The federal Voting Rights Act is renewed, permanently banning literacy tests nationwide. Section 203 is added, requiring translated voting materials in areas with large numbers of citizens with limited English skills.

**1984** The federal Voting Accessibility for the Elderly and Handicapped Act requires polling places to be accessible to people with disabilities.

**2008** After a lengthy U.S. Supreme Court battle, Washington enacts the "Top 2 Primary" that allows voters to choose any candidate regardless of party preference.

**2009** Washington becomes the second state in the U.S. (after Oregon) to vote entirely by mail rather than in person at the polls.

**Today** About 4 million people are registered to vote in Washington, roughly 68 percent of those eligible.

# 1 What's a Good Citizen?

Students will describe rights and responsibilities of citizenship.
(30 - 45 minutes)

## Elementary Lesson

1. Conduct a classroom discussion on aspects of good citizenship, such as: obeying rules and laws, helping others, voting in elections, telling an adult if someone is a danger to themselves or others, and being responsible for your own actions and how they affect others.
2. No one is born a good citizen. You learn good citizenship from your family, community, friends, and teachers. Draw a poster showing good citizenship in action.

## Middle School Lesson

1. Each student is given a primary source quote discussing citizenship (pp. 12–13).
2. Divide the class into groups of three to four students. Have students share within their group what each of their quotes means.
3. Using their quotes, groups will develop a universal definition of citizenship to be shared with the class.

## High School Lesson

1. Each student is given a primary source quote discussing citizenship (pp. 12–13).
2. Students will copy their quote, rewrite it in their own words, and write a brief explanation of the importance of the quote.
3. Each student will compare their quote with five classmates and get a variety of quotes from different eras, races, genders, and nations. Each student will create a universal definition of good citizenship.

### Primary Sources

Quotes from notable statesmen, scientists, and artists spanning modern history discuss aspects of citizenship (pp. 12–13).

**citizens**
*members of a nation who have the right to its protection because they were born there or legally pledged their allegiance*

**citizenship**
*the privileges and duties that come with being a citizen of a nation*

**right**
*a guaranteed benefit or freedom*

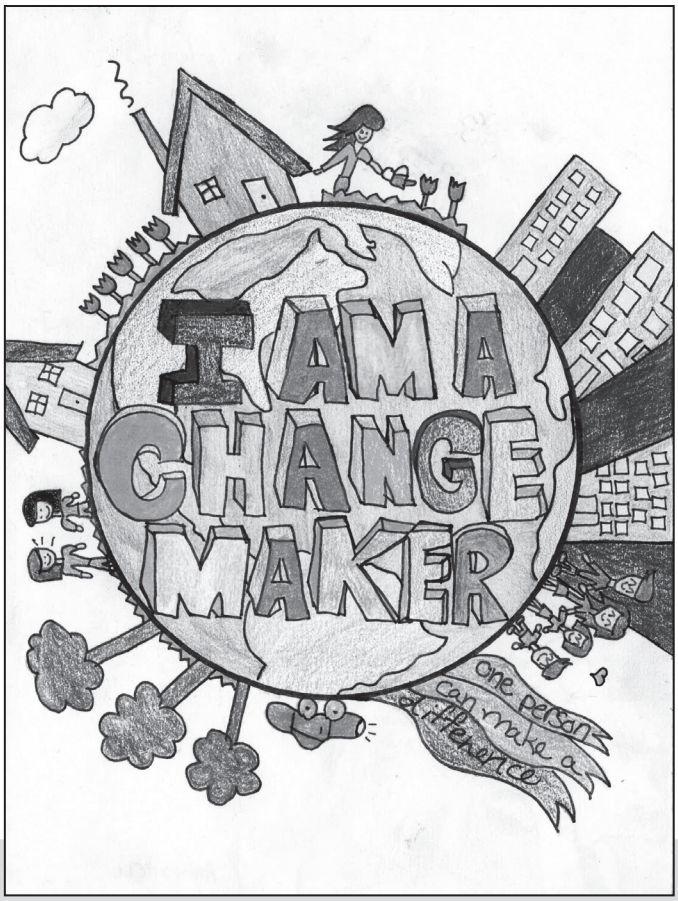
**responsibility**
*the power to make conscientious and trustworthy decisions*

## Voters' Pamphlet Art Contest

Students are invited to enter the Secretary of State's annual art contest. Winning artwork will appear in 3.5 million copies of the statewide Voters' Pamphlet!

Submit original art by March 31. For more information and complete contest rules, visit **www.vote.wa.gov** and click on "Civics Education."

2013 art contest winner ▶




## Homework

Ask students to discuss with an adult what it means to be a good citizen, and write about their thoughts following the conversation. Here are some questions to discuss:

- What is the most important right of a citizen?
- What is the most important responsibility of a citizen?
- What is one thing you can do to help your community?

## Assessment Questions

**Elementary**: If a responsibility of citizenship is voting, why isn't it required?

**Middle & High School** (students may choose):

1. Part of citizenship is voting. If non-English speakers become naturalized citizens but are unable to read the ballot, have they been given their full rights as citizens?
2. Have students list and summarize pertinent court cases regarding 18-year-olds gaining suffrage (such as *Oregon v. Mitchell*, 1970). Include historical background regarding why they were granted suffrage and how voting relates to other responsibilities of citizenship 18-year-olds are expected to fulfill.

# What's a good citizen?

## Quotes for discussion

1. **The Greek word for idiot, literally translated, means one who does not participate in politics. That sums up my conviction on the subject.**
   - Gladys Pyle, U.S. Senator from South Dakota (1890–1989)

2. **Truth-telling, I have found, is the key to responsible citizenship. The thousands of criminals I have seen in 40 years of law enforcement have had one thing in common: every single one was a liar.**
   - J. Edgar Hoover, first director of the FBI (1895–1972)

3. **Every good citizen makes his country's honor his own, and cherishes it not only as precious but as sacred. He is willing to risk his life in its defense and is conscious that he gains protection while he gives it.**
   - Andrew Jackson, 7th U.S. President (1767–1845)

4. **A generation that acquires knowledge without ever understanding how that knowledge can benefit the community is a generation that is not learning what it means to be citizens in a democracy.**
   - Elizabeth L. Hollander, American author (1817–1885)

5. **The strength of the Constitution lies entirely in the determination of each citizen to defend it. Only if every single citizen feels duty bound to do his share in this defense are the constitutional rights secure.** - Albert Einstein, German-born American scientist and philosopher (1879–1955)

6. **It is not the function of our Government to keep the citizen from falling into error; it is the function of the citizen to keep the Government from falling into error.**
   - Robert H. Jackson, former U.S. Attorney General (1892–1954)

7. **Bad officials are elected by good citizens who do not vote.**
   - George Jean Nathan, American journalist (1882-1958)

8. **The job of a citizen is to keep his mouth open.**
   - Gunter Grass, German poet, novelist, and playwright, 1999 Nobel Prize for Literature (b. 1927)

9. **As citizens of this democracy, you are the rulers and the ruled, the law-givers and the law-abiding, the beginning and the end.**
   - Adlai Stevenson, former Illinois Governor and U.N. Ambassador (1900–1965)

10. **If I knew something that would serve my country but would harm mankind, I would never reveal it; for I am a citizen of humanity first and by necessity, and a citizen of France second, and only by accident.**
    - Charles de Montesquieu, French politician and philosopher (1689–1755)

11. **The tyranny of a prince in an oligarchy is not so dangerous to the public welfare as the apathy of a citizen in a democracy.**
    - Charles de Montesquieu, French politician and philosopher (1689–1755)

12. **There can be no daily democracy without daily citizenship.**
    - Ralph Nader, American lawyer and four-time candidate for U.S. President (b. 1934)

13. **Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has.**
    - Margaret Mead, American anthropologist (1901–1978)

14. **The first requisite of a good citizen in this republic of ours is that he shall be able and willing to pull his own weight.**
    - Theodore Roosevelt, 26th President of the U.S. (1858–1919)

15. **We all have an obligation as citizens of this earth to leave the world a healthier, cleaner, and better place for our children and future generations.**
    - Blythe Danner, American actress (b. 1943)

16. **A community is like a ship; everyone ought to be prepared to take the helm.**
    - Henrik Ibsen, Norwegian playwright (1828–1906)

17. **No one is born a good citizen; no nation is born a democracy. Rather, both are processes that continue to evolve over a lifetime. Young people must be included from birth. A society that cuts off from its youth severs its lifeline.**
    - Kofi Annan, Ghanaian diplomat, former Secretary General of the United Nations, and Nobel Peace Prize recipient (b. 1938)

18. **The government is us; we are the government, you and I.**
- Theodore Roosevelt, 26th U.S. President (1858–1919)

19. **As global citizens, it is our responsibility to become active participants in our democracy, and to make sure that everyone's civil rights are protected.**
- Robert Alan, American author and social activist (b. 1959)

20. **Citizenship consists in the service of the country.**
- Jawaharlal Nehru, former Indian Prime Minister (1889–1964)

21. **It is the duty of every citizen according to his best capacities to give validity to his convictions in political affairs.**
- Albert Einstein, German-born American scientist and philosopher (1879–1955)

22. **All that is needed for the triumph of evil is for good people to do nothing.**
- Edmund Burke, British statesman and philosopher (1729–1797)

23. **The State must follow, and not lead, the character and progress of the citizen.**
- Ralph Waldo Emerson, American philosopher and poet (1803 –1882)

24. **Education is a better safeguard of liberty than a standing army.**
- Edward Everett, former U.S. Secretary of State (1794–1865)

25. **The most important political office is that of the private citizen.** - Louis D. Brandeis, U.S. Supreme Court Justice (1856–1941)

26. **A passive and ignorant citizenry will never create a sustainable world.**
- Andrew Gaines, philosopher (b. 1938)

27. **Citizenship is what makes a republic; monarchies can get along without it.**
- Mark Twain, American author (1835–1910)

28. **It is not always the same thing to be a good man and a good citizen.** - Aristotle, Greek philosopher (384 B.C.–322 B.C.)

29. **The social and industrial structure of America is founded upon an enlightened citizenship.**
- Bainbridge Colby, former U.S. Secretary of State (1869–1950)

30. **The measure of your quality as a public person, as a citizen, is the gap between what you do and what you say.**
- Ramsey Clark , former U.S. Attorney General (b. 1927)

31. **Ask not what your country can do for you – ask what you can do for your country.**
- John F. Kennedy, 35th U.S. President (1917–1963)

32. **The future is best decided by ballots, not bullets.**
- Ronald Reagan, 40th U.S. President (1911–2004)

33. **Citizenship is a tough occupation which obliges the citizen to make his own informed opinion and stand by it.**
- Martha Gellhorn, American war correspondent (1908–1998)

34. **The most important thing an institution does is not to prepare a student for a career but for a life as a citizen.**
- Frank Newman, American civic engagement activist (1927–2004)

35. **We must work toward the day when citizen service is the common expectation and common experience of every American.** - Bill Clinton, 42nd U.S. President (b. 1946)

36. **There is much more to being a patriot and a citizen than reciting the pledge or raising a flag.**
- Jesse Ventura, professional wrestler and former Minnesota Governor (b. 1951)

37. **The American ideal is not that we all agree with each other, or even like each other. It is that we will respect each other's rights, especially the right to be different, and that, at the end of the day, we will understand that we are one people, one country, and one community, and that our well-being is inextricably bound up with the well-being of each and every one of our fellow citizens.**
- C. Everett Koop, former U.S. Surgeon General (1916–2013)

38. **Always vote for principle though you may vote alone, and you may cherish the sweetest reflection that your vote is never lost.**
- John Quincy Adams, 6th U.S. President (1767–1848)

39. **Democracy is never a thing done. Democracy is always something that a nation must be doing.**
- Archibald MacLeish, American poet and public official (1892–1982)

40. **We'd do well to remember that at the end of the day, the law doesn't defend us; we defend the law. And when it becomes contrary to our morals, we have both the right and the responsibility to rebalance it toward just ends.**
- Edward Snowden, American dissident (b. 1983)

41. **The test of good citizenship is loyalty to country.**
- Bainbridge Colby, American lawyer and former U.S. Secretary of State (1869–1950)

# 2 Who Votes?

Students will understand the qualifications for voter eligibility and learn the history of voting in the United States.
(30 - 45 minutes)

## Resources

Sample voting qualifications T-chart:

| 1776 | Today |
|---|---|
| 1. Literate<br>2. Own land<br>3. Male<br>4. Age 21 or older<br>5. White<br>6. Able to pay poll tax | 1. U.S. citizen<br>2. Age 18 or older<br><br>Some states:<br>3. Registered to vote<br>4. Not a felon<br>5. State resident |

## Discussion

1. In the Declaration of Independence, Thomas Jefferson wrote,

   *"Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."*

2. But how did Americans decide who should vote? The Founding Fathers had a hard time deciding. In 1776, property owners worried their rights would be overrun by the votes of those who did not own land. James Madison described the problem this way:

   *"The right of suffrage is a fundamental Article in Republican Constitutions. The regulation of it is, at the same time, a task of peculiar delicacy. Allow the right [to vote] exclusively to property [owners], and the rights of persons may be oppressed... Extend it equally to all, and the rights of property [owners]... may be overruled by a majority without property..."* (Speech on the Right of Suffrage, Federal Convention of 1787)

3. Eventually, framers of the Constitution decided additional voting qualifications was a state's right. In Article 1, Section 4, the Constitution says:

### Primary Sources

Declaration of Independence

U.S. Constitution:

- Article 1, Section 4
- Amendments 14, 15, 19, 24, and 26

Fannie Lou Hamer's testimony (p.17)

Non-voter demographic study by Pew (p. 16)

**to vote**
*to express an opinion or preference*

**disenfranchise**
*to deny someone the right to vote (v.)*

**suffrage**
*the right to vote in public elections*

**poll tax**
*a tax that required citizens to pay before they could vote*

**amendment**
*an addition or change to a law*

*"The times, places and manner of holding elections for Senators and Representatives, shall be prescribed in each state by the legislature thereof..."*

4. At first, most states only allowed white men with property to vote. President Andrew Jackson promoted the political rights of those who did not own property. By 1860, most white men without property were enfranchised. But African-Americans, women, Native Americans, non-English speakers, and citizens between the ages of 18 and 20 had to fight for the right to vote in this country.

## Elementary Lesson

1. Make a T-chart comparing voting qualifications in 1776 and now.
2. Ask students to discuss how voting qualifications have changed over time.
3. Ask students to independently write a response to the question: how have voting rights changed over time?

## Middle School Lesson

1. Ask students to independently read the "History of Voting in America" timeline (pp. 8–9).
2. With a partner, ask students to use the timeline to create a T-chart like the one above showing how voting qualifications have changed over time.
3. Using the T-chart, ask students to independently write a response to the question: How have voting rights changed over time?

## High School Lesson

1. Ask students to read and make notes about the changes to voting rights over time based on excerpts from the U.S. Constitution Article 1, Section 4, and Amendments 14, 15, 19, 24, and 26.
2. With a partner, ask students to create an annotated timeline that clearly explains how voting rights have changed, and why. Students should accurately cite evidence from their reading and use complete sentences.
3. Read Fannie Lou Hamer's testimony (p. 17) and discuss how granting voting rights to new segments of the population impacted elections, representation, campaigns, tax distribution, law enforcement, etc.

Black Panthers on the steps of the state Capitol in Olympia, 1969. *Washington State Archives*

## Homework

Ask students to discuss voting rights with an adult and wiite about their thoughts on the conversation. Here is a sample question:

> Which is more important: voting in local, state, or federal elections?

## Assessment Questions

**Elementary**: Historically, many groups struggled to earn their right to vote. Now some of their descendants choose not to vote. Should they be required to vote?

**Middle & High School** (students may choose):

1. Amendment 15 to the U.S. Constitution eliminated racial barriers to voting, but the Voting Rights Act only covers language groups that were historically discriminated against (Spanish, Asian, and Native American languages). Does the Voting Rights Act conflict with the Constitution?
2. Four amendments to the U.S. Constitution extend voting rights to segments of the population. The most recent was in 1971 – Amendment 26, which gave 18-year-olds the right to vote. Yet this age group continues to have the lowest voter turnout rate. Look at the chart. What social or economic factors might discourage 18-year-olds from voting? Would giving 17-year-olds the right to vote in a Primary help overcome these barriers? Why or why not?

### Demographic Profile of Nonvoters

| | All adults | Likely voters | Non-voters |
|---|---|---|---|
| | % | % | % |
| Men | 49 | 48 | 51 |
| Women | 51 | 52 | 49 |
| White | 66 | 77 | 55 |
| Black | 11 | 9 | 13 |
| Hispanic | 15 | 6 | 23 |
| 18-29 | 22 | 10 | 34 |
| 30-49 | 33 | 29 | 36 |
| 50-64 | 26 | 34 | 19 |
| 65+ | 18 | 25 | 10 |
| Post grad | 11 | 17 | 5 |
| College grad | 16 | 20 | 12 |
| Some college | 31 | 34 | 28 |
| High school or less | 41 | 28 | 54 |
| *Family income* | | | |
| $75,000 or more | 27 | 37 | 18 |
| $30,000 - $74,000 | 30 | 33 | 27 |
| Under $30,000 | 33 | 19 | 46 |
| *Religious affiliation* | | | |
| Protestant | 46 | 51 | 41 |
| Catholic | 22 | 20 | 23 |
| Other religion | 7 | 7 | 7 |
| Unaffiliated | 24 | 21 | 27 |

Survey conducted Oct. 15-20, 2014. Whites and blacks include only those who are not Hispanic. Hispanics are of any race. Figures read down. Don't know responses not shown.

PEW RESEARCH CENTER

## Fannie Lou Hamer, Voting Rights Activist

Fannie Lou Hamer's life took a dramatic turn the day she showed up for a meeting in August, 1962. In a later interview, Hamer said: *I was just curious to go, so I did.*

The meeting was organized by the Student Nonviolent Coordinating Committee (SNCC) and Hamer was told something she'd never heard before: black people had the right to vote. Hamer was 44 years old.

One of 20 children born to a family of sharecroppers in the Mississippi Delta, Hamer grew up picking cotton and attended school through the sixth grade. She married a fellow sharecropper and the two scratched out a living doing hard, menial work on a plantation.

In 1964, SNCC formed the Mississippi Freedom Democratic Party (MFDP) to expand black voter registration and challenge the legitimacy of the state's all-white Democratic Party. Hamer ran for Congress against a white man who had been elected 12 times. Asked why, Hamer said: *I'm showing the people that a Negro can run for office. All my life I've been sick and tired. Now I'm sick and tired of being sick and tired.*

At the Democratic National Convention in Atlantic City, New Jersey, Hamer told her story about trying to register to vote in Mississippi. Threatened by the MFDP, President Lyndon Johnson preempted Hamer's televised testimony with an impromptu press conference. But later that night, Hamer's story was broadcast on all the major networks:

*Mr. Chairman, my name is Mrs. Fannie Lou Hamer.*

*It was the 31st of August in 1962 that 18 of us traveled to the county courthouse to try to register.*

*We was met by policemen, and they only allowed two of us in to take the literacy test. After we had taken this test and started back, we was held up by the State Highway Patrolmen and the bus driver was charged with driving a bus the wrong color.*

*After we paid the fine among us, we continued on to where I had worked as a sharecropper for 18 years. The plantation owner came and said, "If you don't go down and withdraw your registration, you will have to leave. Then you still might have to go because we are not ready for that in Mississippi."*

*And I told him, "I didn't try to register for you. I tried to register for myself."*

*I had to leave that same night.*

*And June the 9th, 1963, I attended a voter registration workshop. When we got to Mississippi, the people that had gone in to use the restaurant was ordered out. I was on the bus. But when I looked through the window and saw they had rushed out, I got off of the bus to see what had happened. And one of the ladies said, "It was a State Highway Patrolman and a Chief of Police ordered us out."*

*I saw when they began to get people in a highway patrolman's car. Somebody screamed from the car and said, "Get that one there." When I went to get in the car, when the man told me I was under arrest, he kicked me.*

*I was carried to the county jail. After I was placed in the cell I began to hear sounds of licks and screams. And it wasn't too long before three white men came to my cell. One of these men was a State Highway Patrolman and he said, "We are going to make you wish you was dead."*

*I was carried into another cell where they had two Negro prisoners. The State Highway Patrolmen ordered the first Negro to take the blackjack. By orders from the State Highway Patrolman, I laid on my face and the first Negro began to beat. After the first Negro had beat until he was exhausted, the State Highway Patrolman ordered the second Negro to take the blackjack.*

*The second Negro began to beat and the State Highway Patrolman ordered the first Negro to sit on my feet. I began to scream and one white man got up and began to beat me in my head and tell me to hush.*

**"All of this is on account of we want to register, to become first-class citizens."**

*All of this is on account of we want to register, to become first-class citizens. And if the Freedom Democratic Party is not seated now, I question America. Is this America, the land of the free and the home of the brave, where we have to sleep with our telephones off the hooks because our lives be threatened daily, because we want to live as decent human beings, in America?*

*Thank you.*

Support came pouring in from across the nation, but the MFDP still failed to win a seat at the convention. It wasn't until four years later that Hamer became an official delegate at the 1968 Democratic National Convention in Chicago.

# 3 What's an Election?

Students will describe the elections process and understand the impact of voter apathy.
(30 - 45 minutes)

## Discussion

Voting is how we decide together about laws that make sure we are safe, that everyone is treated fairly, and that taxpayer money is spent wisely. Elections are when voters are asked to decide a course of action, or to choose a leader who will make decisions on their behalf. There are three types of elections:

1. A "special election" is typically when voters decide local budget issues, like how to pay for schools or parks. Only people living in the affected districts vote in special elections, which usually take place in winter or early spring.
2. Washington's Primary is very different than other states'. On the first Tuesday in August, Washington holds a "Top 2 Primary" to narrow down the field of candidates. Unlike in other states, candidates here can declare any party preference. In fact, candidates can (and do) make up their own parties! In some states, voters must declare their affiliation to a party when they register, and may only vote in that party's primary. But in Washington, voters may choose any candidate regardless of party preference. The two candidates who receive the most votes in the Primary advance to the General Election in November. Sometimes two candidates with the same party preference both advance to the General Election.
3. The Tuesday after the first Monday in November is our national Election Day. In the General Election, voters make their final selection for representation. In Washington, local county and city representation is typically decided in odd-year General Elections, while federal and state candidates usually appear on the ballot in even years. Frequently, Washington voters are also asked to approve or reject laws proposed by citizens of our state. These are called "initiatives."

Not everyone chooses to vote, even people who register. Sadly, local elections and special elections can have the biggest impact on our daily lives but have the lowest voter turnout.

### Primary Sources

U.S. Census voter turnout statistics (p. 20)

2008 Top 2 Primary U.S. Supreme Court decision (p. 21)

**election**
*an event when people vote to decide a course of action, or to choose their leaders who will make decisions for them*

**primary**
*a process to reduce the number of candidates running for office*

**office**
*an official position of responsibility*

**candidate**
*someone who wants to hold a political office*

**voter turnout**
*the percentage of registered voters who participate in an election*

**voter apathy**
*lack of interest in politics or voting*

## Elementary Lesson

In elections, a small group of people make decisions that affect us all. For example, in 2012 only 6 out of 10 U.S. citizens voted in the General Election.

1. Ask the class to consider two candidates' ideas to improve public safety. On a slip of paper, have each student vote for Candidate A or Candidate B. Tell students to hold on to their ballots.

| Candidate A | Candidate B |
|---|---|
| • Install streetlights<br>• Increase activities for youth | • Hire more police |

2. Pretend your students represent all Washington adults. Tell 3 students (10 percent) to stand up and move to one side of the room. They represent the 10 percent of Washington residents who are not citizens and can't vote.
3. Tell 4 students (15 percent) to join the non-voters. They represent the 15 percent of Washington adults who are eligible to register but have not done so.
4. Count off another 4 students (15 percent) and have them join the non-voters, representing registered voters who choose not to vote or forget to return their ballot.
5. Tally the votes of the remaining 60 percent of the class and announce the results. Add in the other groups' votes one by one. Do the results change? Ask students, was the election fair? Was everyone represented?

2013 voters' pamphlet art contest entry

## Middle & High School Lesson

1. Discuss our Top 2 Primary system. What are some pros and cons of our Primary compared to other states?
2. Ask students to read the U.S. Supreme Court decision and dissenting opinion regarding Washington's Top 2 Primary (p. 21). Assign teams to defend one side in a "mock trial." What were the concerns presented by each side? What was the opposing counsel's response to those concerns? Which side does the class think the justices should have upheld?
3. Under Washington's Top 2 Primary, both candidates in the General Election can be from the same party. In students' opinions, is this better or worse for encouraging voter turnout?
4. Ask students, why do some people vote regularly while others vote rarely, if at all? If voting is so important, should people be fined or punished in some way for not voting?

## Homework

Ask students to discuss the importance of voting with an adult and write down their thoughts following the conversation. Here are a few prompts:

Why is it important everyone votes?

Are there reasons why people should not vote, aside from being ineligible?

## Assessment Questions

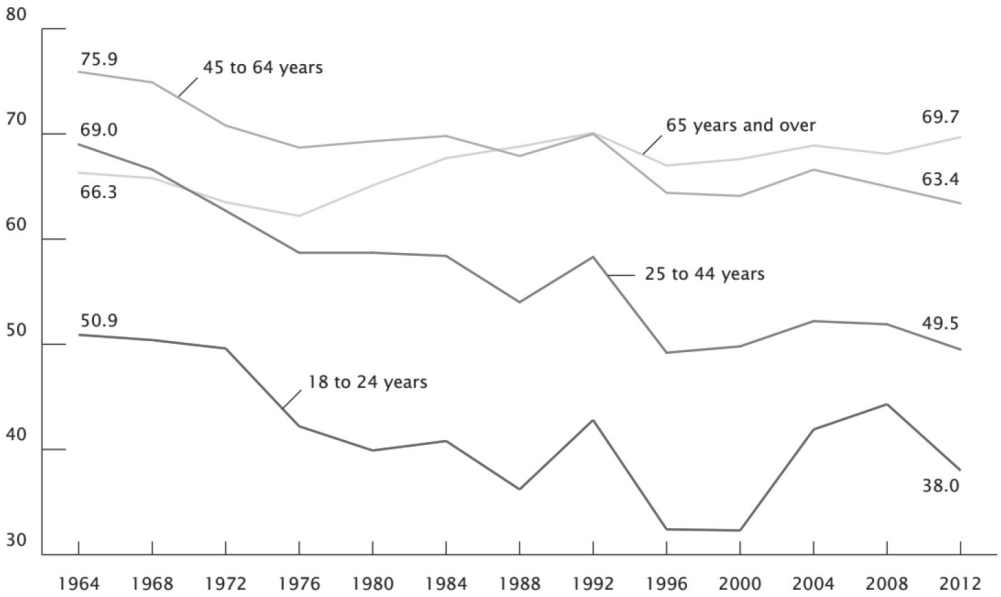
**Elementary**: Very few people choose to vote in the Primary or special elections. But many people get upset when there are no candidates they like in the General Election or they have to pay extra taxes. Should voting be mandatory?

**Middle & High School** (students may choose):

1. Only half the eligible voters in this country vote. Would more ballots in non-English languages encourage more people to vote?
2. We elect people to represent our interests in communal decisions affecting us. As the American Revolutionaries famously cried: "No taxation without representation!" Teenagers pay taxes but can't vote. How does the U.S. Supreme Court decision regarding the Top 2 Primary (p. 21) open the door for 17-year-olds voting in a Primary if they'll be 18 by the General Election?

Former Washington Secretary of State Sam Reed (right) and former state Attorney General Rob McKenna answer reporters' questions after the U.S. Supreme Court heard the case dealing with our state's Top 2 Primary (2007).

Figure 1.
**Voting Rates Over Time for the Voting-Age Population: 1964–2012**
(In percent)




Source: U.S. Census Bureau, Current Population Survey, Select Years.

## Fighting for Washington's Top 2 Primary

March 18, 2008 —

**Washington Grange v. Washington State Republican Party**

For nearly 100 years, Washington (along with California and Alaska) had a blanket primary system that allowed voters to choose a candidate of any party for each position. But in 2000, the blanket primary was ruled unconstitutional in *California Democratic Party v. Jones* because it forced political parties to endorse candidates against their will.

In response, the Washington Grange filed Initiative 872 which proposed a nonpartisan blanket primary. The measure passed with 59.8% of the vote in 2004, but was challenged in court.

On March 18, 2008, the U.S. Supreme Court ruled in favor of the Top 2 Primary in *Washington State Grange v. Washington State Republican Party* because Initiative 872, unlike the blanket primary, allows candidates to state their party preference but disregards party affiliation.

**Justice Thomas delivered the opinion of the Court:**

*[The question is] whether I-872 severely burdens [political parties'] associational rights.*

*That question is now squarely before us. [Political parties] argue that I-872 is unconstitutional under Jones because it has the same "constitutionally crucial" infirmity that doomed California's blanket primary: it allows primary voters who are unaffiliated with a party to choose the party's nominee. [Parties] claim that candidates who progress to the General Election under I-872 will become the de facto nominees of the parties they prefer, thereby violating the parties' right to choose their own standard-bearers, and altering [the parties'] messages. They rely on our statement in Jones reaffirming "the special place the First Amendment reserves for, and the special protection it accords, the process by which a political party `select[s] a standard bearer who best represents the party's ideologies and preferences.'"*

*The flaw in this argument is that, unlike the California primary, the I-872 primary does not choose parties' nominees. The essence of nomination—the choice of a party representative—does not occur under I-872. The law never refers to the candidates as nominees of any party, nor does it treat them as such. To the contrary, the regulations specifically provide that the [Top 2] primary "does not serve to determine the nominees of a political party but serves to winnow the number of candidates" Wash. Admin. Code § 434-262-012. The top two candidates from the primary election proceed to the General Election regardless of their party preferences.*

*[Parties] counter that, even if the I-872 primary does not actually choose parties' nominees, it nevertheless burdens their associational rights because voters will assume that candidates are the nominees. This brings us to the heart of [the parties'] case—and to the fatal flaw in their argument. [Parties'] objection to I-872 is that voters will be confused by candidates' party preference designations. They argue that even if voters do not assume that candidates are the nominees of their parties, they will at least assume that the parties associate with, and approve of, them. This, they say, compels them to associate with candidates they do not endorse and alters the messages they wish to convey.*

*We reject each of these contentions for the same reason: They all depend on the possibility that voters will be confused as to the meaning of the party-preference designation. But the assertion that voters will misinterpret the party preference is sheer speculation... [Parties] ask this Court to invalidate a popularly enacted election process that has never been carried out. The First Amendment does not require this extraordinary nullification of the will of the people. Because I-872 does not provide for the nomination of candidates or compel political parties to associate with or endorse candidates, and because there is no basis in this challenge for presuming that candidates' party-preference designations will confuse voters, I-872 does not severely burden [parties'] associational rights. We accordingly hold that I-872 is constitutional.*

**Justice Scalia wrote the dissenting opinion:**

*[Voters'] perception of a political party's beliefs is colored by their perception of who supports the party; and a party's defining act is the advocacy of a candidate's election by conferring upon him the party's endorsement. When the state-printed ballot causes a party to be associated with candidates who may not fully (if at all) represent its views, it undermines these vital aspects of political association. The views of the self-identified party supporter color perception of the party's message, and that self-identification on the ballot, with no space for party repudiation or party identification of its own candidate, impairs the party's advocacy of its standard bearer. Because Washington has not demonstrated that this severe burden upon parties' associational rights serves a compelling interest—indeed, because it seems to me Washington's only plausible interest is to reduce the effectiveness of political parties—I would find the law unconstitutional....*

*THE CHIEF JUSTICE would wait to see if the law is implemented in a manner that no more harms political parties than allowing a person to state that he "likes Campbell's soup" would harm the Campbell Soup Company. It is hard to know how to respond. First and most fundamentally, there is simply no comparison between statements of preference for a [political party] and preference for soup. The robust First Amendment freedom to associate belongs only to groups "engaged in expressive association," as noted in Boy Scouts of America v. Dale (2000). The Campbell Soup Company does not exist to promote a message.*

*The right to associate [with] candidates is fundamental to the operation of our political system, and state action impairing that association bears a heavy burden of justification. Washington's electoral system permits individuals to appropriate the parties' trademarks, so to speak, thereby distorting the parties' messages and impairing their endorsement of candidates. The State's justification for this (to convey a modicum of relevant information) is not only weak but undeserving of credence. We have here a system which, like the one it replaced, does not merely refuse to assist, but positively impairs, the legitimate role of political parties. I dissent from the Court's conclusion that the Constitution permits this sabotage.*

(Read the Court's full opinions online.)

# 4 How Do We Vote?

Students will be able to explain the unique Vote by Mail process we use here in Washington.
(30 - 45 minutes)

## Elementary, Middle & High School Lesson

1. In Washington, citizens must register if they want to vote but are *not* asked to state a party preference (p. 25). Some states don't require their voters to register at all, while others have additional requirements such as proof of citizenship or declaring affiliation with a political party. What are the advantages and disadvantages of these other systems?
2. Washington votes by mail. Ballots are sent to voters' homes two weeks before Election Day. Voters complete their ballot, sign the envelope, and mail it back. An advantage of vote by mail is that Washington has higher voter turnout than most other states. In many other states, citizens have just one day to vote in person at the polls unless they have special permission to vote in advance. Also, our voters don't have to wait in line. In 2012, people in other states complained that long lines at the polls prevented citizens - especially minorities - from voting. Some voters waited six hours! MIT professor Charles Stewart concluded in his study that, "The findings don't suggest discrimination on an individual basis, but rather a failure in urban areas with high levels of minority voters to appropriately address the issue of long lines" (p. 23).
3. In a vote by mail state like ours, before a returned ballot is counted, the voter's signature on the outer envelope is checked against their registration signature. The inner envelope, called the security envelope, separates the voter's signature from the ballot to make sure votes stay confidential. After the signature is verified, the ballot is taken out of the security envelope and scanned by the tabulation machine. All the votes are added up at 8 p.m. on Election Day (p. 24).
4. To demonstrate how signature verification is used to identify voters and prevent election fraud, ask students to complete the signature verification exercise (pp. 26–27).
5. Answers for the signature verification worksheet:
   1-G, 2-J, 3-B, 4-I, 5-F, 6-E, 7-D, 8-A, 9-C, 10-H

### Primary Sources

Voter registration form (pp. 53-54)

MIT study on voting wait times (p. 23)

**vote by mail**
*ballots are sent to registered voters before each election, and voters return their ballots by mail or to an official drop box*

**poll**
*a place for voting, often a school or church*

**signature verification**
*identification through signature comparison*

**voter registration form**
*a citizen's application to vote in specific districts based on their address*

**ballot**
*a piece of paper used for voting, marked by a voter to show his preference for a candidate or course of action (like a multiple choice test)*

Sample Precinct
Ballot Code 4
Leg District 14

**Official Ballot – Sample County, WA**
**General Election November 6, 2222**

**Instructions to voters:** Fill in the oval next to your choice. Vote like this:
**If you make a mistake:** Draw a line through the entire candidate's name like this: ~~George Washington~~
You then have the option of making another choice if you wish.

**State Representative District 14, Position #1**

- Teddy Roosevelt *(Prefers Bull Moose Party)*
- Abigail S. Adams *(Prefers Federalist Party)*
- William Henry Harrison *(Prefers Whig Party)*
- Write-in

**State Representative District 14, Position #2**

- Dolley Payne Madison *(Prefers Democratic-Republican Party)*
- Rosa Parks *(Prefers Democratic Party)*
- Dwight D. Eisenhower *(Prefers Republican Party)*
- Write-in

**Englewood Fire District Commissioner**

- Wing Luke *(Prefers Democratic Party)*
- Thurgood Marshall *(Prefers Democratic Party)*
- Sacagawea *(States No Party Preference)*
- Write-in

**Water District 12 Commissioner**

- James Monroe *(Prefers Democratic-Republican Part*
- Elisha P. Ferry *(Prefers Republican Party)*
- Clara Barton *(States No Party Preference)*
- Write-in

◀ Sample ballot

## Longer Lines at the Polls for Minority Voters

| | Average Wait (Minutes) |
|---|---|
| National | 13 |
| African American | 23 |
| Hispanic | 19 |
| Caucasian | 12 |
| Republican | 11 |
| Democrat | 16 |

*Source:* Massachusetts Institute of Technology, 2014

## Homework

Ask students to discuss the vote by mail system with an adult and write down their thoughts following the conversation.

What are the advantages and disadvantages of vote by mail?

Would you be willing to vote online? Why or why not?

## Assessment Questions

**Elementary**: Ask an adult why they think people don't vote.

**Middle & High School** (students may choose):

1. As seen in the chart above, minority voters in other states can face long lines at poll sites. What challenges does our vote by mail system present to minority voters?
2. Some states allow "same-day registration," meaning voters can register and vote at the polls. Because Washington votes by mail, our voters must register in advance so they have time to receive a ballot. Which is better for young voters: more time to register or more time to vote?

# COUNTING YOUR BALLOT

## 1 Your county receives your ballot

Deposit your ballot in an official drop box by 8 p.m. on Election Day, or return your ballot by mail - but make sure it's postmarked no later than Election Day!

## 2 Your ballot is sorted

Election staff scan the envelope bar code to find your signature in the state database.

## 3 Your signature is verified

The signature on your ballot is compared to the signature on your voter registration record. If the signature matches, you are credited for voting to ensure only one ballot is counted for you.

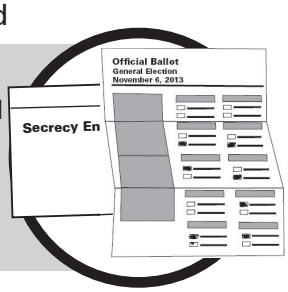
If the signature doesn't match or is missing, election staff will contact you before your ballot is processed.

## 4 Envelopes are separated

The return envelope is opened and the security envelope is removed. The envelopes are separated to ensure the secrecy of your vote.

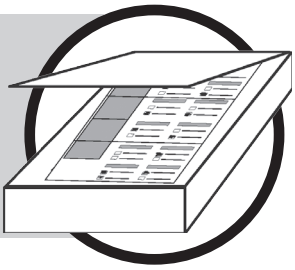
## 5 Your ballot is reviewed

Election staff review every ballot to verify voters followed the instructions. If a ballot can't be read by the scanner, the votes are copied onto a new ballot.




## 6 Your ballot is counted

Starting at 8 p.m. on Election Day all ballots are counted. Ballots will be counted over the next several days.



## IN THE 2012 General Election

**3,172,939**

ballots were counted in Washington State

# 5 WAYS VOTING IS UNIQUE IN WA

## 1

### Top 2 Primary

Washington uses a Top 2 Primary system, rather than a party nominating system. In our Top 2 Primary, the two candidates who receive the most votes advance to the General Election regardless of their party preference.

## 2

### No party affiliation

As a Washington voter, you do not declare a party affiliation. This allows you to vote for any candidate in the Primary, regardless of their party preference.

## 3

### Online voter registration

Washington offers online voter registration. Register to vote or update your address at **www.myvote.wa.gov**.

## 4

### Vote by mail

Washington State votes by mail. We are the second state in the nation to eliminate poll sites. A ballot is mailed 18 days before each election, ensuring you have time to cast an informed ballot without waiting in line.

## 5

### Voters' Pamphlet

Only a few states produce a Voters' Pamphlet like ours. In Washington, a pamphlet is mailed to every household before each General Election in November.

**Learn more about voting at**

**WWW.VOTE.WA.GOV**

# Washington Votes by Mail

Here in Washington, we vote by mail. Ballots are sent to voters' homes two weeks before Election Day. Voters complete their ballot, sign the envelope, and mail it back. But how do election staff know it's really you who voted your ballot?

Like your fingerprints, your signature is unique to you. Signatures are very difficult to copy exactly. Election staff receive special training from the Washington State Patrol to compare signatures quickly and accurately.

Before votes are counted, election staff first compare every signature on the ballot envelopes to the signatures in the voter registration records. If the signatures match, the votes are counted. More than 3 million people vote in Washington's elections. That's a lot of signatures!

Verifying signatures is like being a detective; you've got to study the clues to find a match. Here are some of the clues election staff look for.

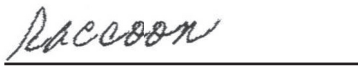
**Clues**

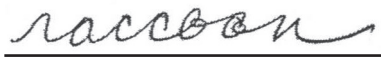
Spacing
Is the space between letters even, narrow, or wide?

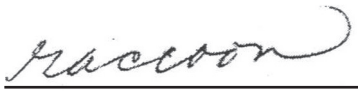
Continuity
Are the letters all connected, or are there breaks between?

Ticks
Are there any hooks or spurs?

**Samples**


*(narrow)*


*(connected)*


*(spur and hook)*

spur hook

# Handwriting Analysis

Can you identify people by their handwriting? Draw a line between the matching samples.

**1** walrus

**2** Walrus

**3** Walrus

**4** Walrus

**5** Walrus

**6** Walrus

**7** walrus

**8** walrus

**9** walrus

**10** Walrus

**A** walrus

**B** walrus

**C** walrus

**D** walrus

**E** Walrus

**F** Walrus

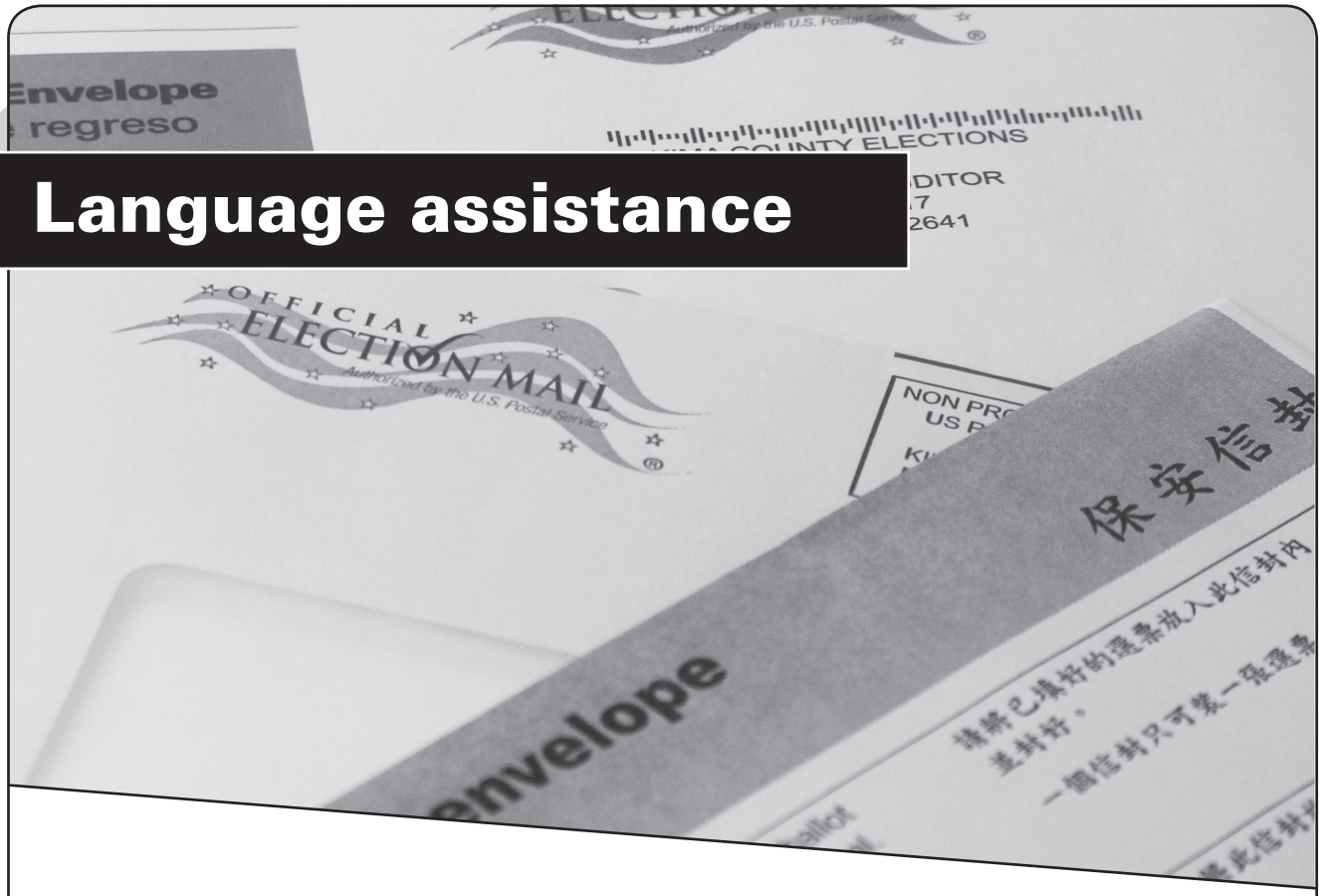
**G** Walrus

**H** Walrus

**I** Walrus

**J** Walrus

# Language assistance




### Se habla español

Todos los votantes del estado de Washington tienen acceso al folleto electoral y a los formularios de inscripción en español por internet en **www.vote.wa.gov**.

Adicionalmente, los votantes de los condados de Yakima, Franklin y Adams recibirán su boleta y folleto electoral de forma bilingüe antes de cada elección.

Si usted o alguien que conoce necesitan asistencia en español llame al **(800) 448-4881**.

### 中國口語

所有華盛頓州的選民都可在網站 **www.vote.wa.gov** 查看中文選民手冊和選民登記表格。

此外，金郡選民也可登記在每次選舉前自動獲取中文選票和選民手冊。

如果您或您認識的人需要語言協助，請致電 **(800) 448-4881**。

### Việt Nam được nói

Tất cả cử tri ở Tiểu Bang Washington có thể truy cập sách dành cho cử tri và đơn ghi danh cử tri bằng tiếng Việt trực tuyến tại **www.vote.wa.gov**.

Ngoài ra, cử tri ở Quận King có thể đăng ký để tự động nhận lá phiếu và sách dành cho cử tri bằng tiếng Việt trước mỗi cuộc bầu cử.

Nếu quý vị hoặc người nào quý vị biết cần trợ giúp ngôn ngữ, xin vui lòng gọi **(800) 448-4881**.

*The federal Voting Rights Act requires translated elections materials in Spanish, Chinese, and Vietnamese in some Washington counties.*

# Accessible voting available

## Accessible Voters' Pamphlet

Audio and plain text voters' pamphlets are available at www.vote.wa.gov.
No Internet access? Registered voters may subscribe to receive a copy on CD or USB drive at (800) 448-4881.

## Accessible Ballot

Voters with disabilities can cast their ballot privately and independently with Accessible Voting Units (AVUs) available at every county voting center.

Contact your county elections department to schedule an AVU demonstration for students with disabilities.

# 5 Who Represents Me?

Students will understand the concept of representative government and the qualifications to run for public office.

(30 - 45 minutes)

## Discussion

1. In the United States, we have a system of government called a "representative democracy," meaning we choose leaders to make decisions on our behalf. To make sure our leaders continue to represent the best interests of our communities, we periodically vote to retain our leaders or elect new leadership.
2. In Washington, any registered voter can run as a candidate for public office. But some offices have additional qualifications to be a candidate (p. 32).
3. The candidates you vote for depend on where you live. For example, every voter nationwide helps choose the president and vice president, because they represent the entire country. But only Washington voters can choose our U.S. senators or our governor. And some leaders represent just your district, such as your U.S. representative or your state legislators. You also have county elections to decide leaders like your sheriff, and city elections to choose your council members.
4. The U.S. Congress meets at the U.S. capitol in Washington, D.C. There are 100 U.S. senators; every state gets two. The number of representatives each state gets depends on the state's population. There are 435 members of the U.S. House of Representatives. After the 2010 Census, Washington was awarded a 10th representative.
5. Washington's Legislature meets at our state Capitol in Olympia. Washington is divided into 49 legislative districts; each district gets one state senator and two state representatives.
6. The bipartisan Washington Redistricting Commission meets every 10 years to draw new boundaries, ensuring that each district has roughly the same number of voters and are equally represented in Congress and the Legislature.

### Primary Sources

U.S. Constitution

Washington State Constitution

**federal**
*national government*

**Congress**
*the group of people chosen by voters to make laws for the United States; the U.S. Senate and House of Representatives*

**Legislature**
*the group of people chosen by voters to make laws for Washington State; the Washington State Senate and House of Representatives*

**district**
*an area marked for specific government business*

**platform**
*the beliefs and goals of a candidate or political party*

**qualification**
*"You must be..."*

## Elementary Lesson

Can kids run for public office? Who can? Match the qualifications to the office (p. 33). Answers:

**1** - (C, F, K) **2** - (D, G, J) **3** - (E, H, J) **4** - (A, D, J)

**5** - (A, B, J, L) **6** - (A, B, J, M) **7** - (A, B, I)

## Middle & High School Lesson

1. See the list of offices for election (p. 32). Students will work in small groups to find the qualifications listed for these positions in the U.S. Constitution and the Washington State Constitution.
2. Ask students to identify which public office they would run for, and develop a plan to prepare for that office starting with leadership positions at school.
3. Ask students to research one of their elected officials. What are their qualifications and what issues do they support? Does the student agree or disagree with their positions?
4. Have each student write a letter to the elected official. What is the best or worst part of the job? Why did they choose to run for an office? Why that office?

## Homework

Ask students to discuss elected officials with an adult and write down their thoughts following the conversation.

Which elected official has the most impact on your day-to-day lives? How are you affected by this elected official's decisions?

## Assessment Questions

**Elementary**: If everyone had to vote, would citizens be better represented?

**Middle & High School** (students may choose):

1. Are citizens better represented when ballots are translated? Cite the court case *Montes vs. City of Yakima* in your answer.
2. In Washington, candidates must be registered to vote. If 17-year-olds could register, they would be eligible to run for office. Would this affect your decision to grant 17-year-olds the right to vote in a Primary if they would be 18 by the General Election? How so? In your letter, state your position on 17-year-olds voting and ask the elected official's opinion.

# Who Represents Me?

All candidates for public office must be registered voters, but some offices have additional qualifications:

| Federal Offices | Term | Additional Qualifications | Office Descriptions |
|---|---|---|---|
| President | 4 years | • 35 years old<br>• Natural-born citizen<br>• Permanent U.S. resident for 14 years | The chief duty of the president is to ensure the laws of the nation are faithfully executed. This duty is largely performed through appointments for thousands of federal positions, including secretaries of cabinet-level agencies and federal judges (subject to confirmation by the Senate). The president is the commander-in-chief of the U.S. armed forces, has the power to sign and veto (reject) laws passed by Congress, and makes treaties with foreign governments (with Senate approval). |
| U.S. Senate | 6 years | • 30 years old<br>• Resident of the state they represent<br>• U.S. citizen for 9 years | The Senate has several exclusive powers, including consenting to treaties, confirming federal appointments made by the president, and trying federal officials impeached by the House of Representatives. |
| U.S. House of Representatives | 2 years | • 25 years old<br>• Resident of the state they represent (but not the district)<br>• U.S. citizen for 7 years | The House of Representatives and the Senate have equal responsibility for declaring war, maintaining the armed forces, assessing taxes, borrowing money, minting currency, regulating commerce, and making all laws necessary for the operation of government. |
| **State Offices** | | | |
| Governor | 4 years | • 30 years old | The governor is the chief executive officer of the state and makes appointments for hundreds of state positions, including directors of state agencies (subject to confirmation by the Senate). The governor has the power to sign or veto (reject) legislation, and annually submits a budget recommendation and reports on state affairs to the Legislature. |
| State Attorney General | 4 years | • Pass the Washington Bar Exam | The attorney general serves as legal counsel to the governor, members of the Legislature, state officials, and more than 230 state agencies, boards, commissions, colleges, and universities. The Office of the Attorney General enforces consumer protection statutes and provides public information about consumer rights and fraudulent business practices. |
| State Supreme Court Justice | 6 years | • Licensed to practice law in Washington | The Supreme Court hears cases from Courts of Appeals and other lower courts. |

# Who Represents Me?

List the correct qualifications for each office.

1. President _____
2. U.S. Senator _____
3. U.S. Representative _____
4. Governor _____
5. State Attorney General _____
6. State Supreme Court Justice _____
7. State Legislator _____

## Qualifications

A. registered voter
B. 18 years old
C. 35 years old
D. 30 years old
E. 25 years old
F. natural-born citizen
G. citizen of the U.S. for 9 years
H. citizen of the U.S. for 7 years
I. resident of the district
J. resident of the state
K. resident of the U.S. for 14 years
L. pass the Washington Bar Exam
M. licensed to practice law in Washington State

# 6 Road to the White House

Students will understand the unique process of electing the president of the United States.

(30 - 45 minutes)

## Discussion

Someone who wants to be president must first win their party's nomination. There are currently two major parties, Republicans and Democrats. Each state party holds a primary or caucuses to select their choice for nominee.

The parties' presidential nomination process starts with the Iowa Caucus. A caucus is a small neighborhood meeting of the Democrat or Republican parties. At a caucus, party members talk about candidates and decide who they feel would be the best presidential nominee for their party. Caucus results are sent to state party headquarters where the results are tallied.

A presidential primary serves the same purpose. New Hampshire is always the first state to hold a presidential primary. In a presidential primary, party members statewide vote for their favorite candidate. The winning candidate gains that state's votes for nomination at the party's national convention.

At the national conventions, each party selects a nominee. The convention itself is a roll call. Each state is called and the number of votes they have is announced (based on state population). The state's party delegates stand and declare their choice for presidential nominee. The candidates with the most votes wins the party's nomination and goes on to the General Election.

In the General Election, minor party nominees join the Republican and Democrat nominees on the ballot. Minor party nominees typically support certain causes or are simply a popular individual.

After the General Election, the winner is declared based on who earned the most electoral votes. Each state is given the same number of votes in the Electoral College as it has U.S. representatives and senators. After the 2010 Census, Washington gained a seat in the U.S. House of Representatives, making our total electoral votes 12. Electors are chosen by each state party before the election; if their nominee wins the state's popular vote, those electors will vote in the Electoral College.

### Primary Sources

U.S. Constitution:

- Article 2, Section 1
- Amendments 12, 14, 20, 22, 23 & 25

Federalist Paper No. 68: The Mode of Electing the President (p. 37)

**political party**
*a group of people who share common political views, working to elect members to government*

**major party**
*a political party that had federal or statewide candidates who received at least 5 percent of the vote in the previous presidential election*

**minor party**
*a political party not qualified to be a major party; also known as a "third party"*

**nominee**
*a candidate chosen by a political party*

**presidential primary**
*an election to select the state party's choice for presidential nominee; that state's delegates will vote for the Primary winner at their party's national convention*

**caucus**
*a meeting of party members to select their state's choice for a presidential nominee and delegates to their national convention*

**Super Tuesday**
*the day that many states hold presidential primaries and caucuses, the results of which generally predict the major parties' presidential nominees*

**national convention**
*a meeting of party delegates from each state to select the party's presidential nominee*

**Electoral College**
*presidents are not elected directly by voters; instead, they are elected by "electors" who are chosen by popular vote in each state; states get a number of electoral votes equal to their seats in Congress (Washington has 12 electoral votes)*

**inauguration**
*the ceremony in which a winning candidate takes office*

## Elementary Lesson

1. Ask students to write in their own words each step of the presidential election system on the blank "Road to the White House" worksheet (p. 38).

## Electing the President (Middle & High School)

1. Read Federalist Paper No. 68 (p. 37) and applicable sections of the U.S. Constitution, then discuss the process. Ask students to write in their own words each step of the presidential election system on the blank "Road to the White House" worksheet (p. 38).
2. Divide students into groups of three or four. Have each group draw a song title out of a hat. Suggested song titles:

   Yankee Doodle
   You're a Grand 'Ole Flag
   My Country 'Tis of Thee
   This Land is Your Land
   Battle Hymn of the Republic
   Take Me Out to the Ball Game

3. Instruct each group to replace the words of the song with their own lyrics about the presidential election process. Students must include each step of the process, but may describe it in their own words.
4. Give the groups 20 minutes to work on their lyrics, then ask groups to perform their songs for the class.

## Electoral College (Middle & High School)

1. Read Federalist Paper No. 68 (p. 37) and applicable sections of the U.S. Constitution, then discuss the process proposed there compared to the presidential election system we have today. Are the advantages Hamilton touted, such as the Electoral College, still the best solution today? Why or why not?
2. Ask students to complete the "Electoral College Calculator" map (p. 39) and list how many electoral votes each state is allotted.
3. If it's a presidential election year, have students fill in each state red or blue to indicate which nominee they think will win those electoral votes. What's the final tally? Who will win? (Teachers could offer a prize to students with the closest guess.)

## Homework

Many people have debated the effectiveness of the Electoral College. Ask students to discuss the Electoral College with an adult, and write down their thoughts following the conversation.

What are the benefits of the Electoral College?

How is the Electoral College outdated or ineffective?

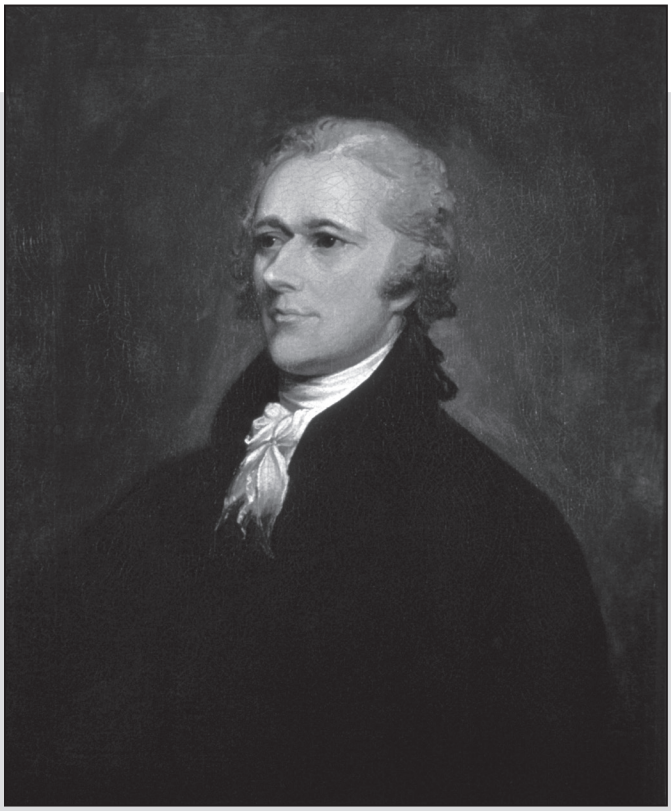
What is the alternative?

## Assessment Questions

**Elementary**: The vote for the presidential election is one of the biggest decisions an adult can make. You are being asked if voting should be required. Interview someone who disagrees with your position and find out why.

**Middle & High School** (students may choose):

1. The Constitution forbids naturalized citizens from running for president or vice president. Based on Alexander Hamilton's quote below, should the Constitution be amended to give naturalized citizens the right to run for president?
2. Would you allow 17-year-olds who will be 18 by the General Election to vote in the presidential primary or caucus? This would give 17-year-olds the right to become electors in the Electoral College. How does Federalist Paper No. 68 (p. 37) support your perspective?



**"Constitutions should consist only of general provisions; the reason is that they must necessarily be permanent, and that they cannot calculate for the possible change of things."**

Alexander Hamilton

## Federalist Paper No. 68 — The Mode of Electing the President

*New York — March 14, 1788*

To the People of the State of New York,

The mode of appointment of the Chief Magistrate of the United States is almost the only part of the system, of any consequence, which has escaped without severe censure, or which has received the slightest mark of approbation from its opponents... I venture somewhat further that if the manner of it be not perfect, it is at least excellent.

It was desirable that the sense of the people should operate in the choice of the [President]. This end will be answered by committing the right, not to any preestablished body, but to men chosen by the people for the special purpose...

It was also [particularly] desirable to afford as little opportunity as possible to tumult and disorder. This evil was not least to be dreaded in the election of a magistrate, who was to have so important a [role] in the administration of the government as the President of the United States. But the precautions which have been so happily concerted in the system under consideration, promise an effectual security against this mischief. The choice of several [men], to form an intermediate body of electors, will be much less apt to convulse the community with any extraordinary or violent movements, than the choice of one who was himself to be the final object of the public wishes. And as the electors, chosen in each State, are to assemble and vote in the State in which they are chosen, this detached and divided situation will expose them much less to heats and ferments than if they were all to be convened at one time, in one place.

Nothing was more to be desired than [to prevent] cabal, intrigue, and corruption. These most deadly adversaries of republican government might naturally have been expected [from] foreign powers [wanting] to gain an improper ascendant in our councils. How could they better gratify this, than by raising a creature of their own to the chief magistracy of the Union? But the [Constitution] guarded against all danger of this sort, with the most provident and judicious attention. [The Constitution] has not made the appointment of the President to depend on any preexisting bodies of men, who might be tampered with beforehand to prostitute their votes; but has referred it the people of America, to be exerted in the choice of persons for the temporary and sole purpose of making the appointment. And [the Constitution] excluded from eligibility all those who from situation might be suspected of too great devotion to the President in office. No senator, representative, or other person holding a place of trust or profit under the United States, can be of the numbers of the electors. Thus the [electors] will enter upon the task free from any sinister bias. Their transient existence, and their detached situation, afford a satisfactory prospect of their continuing so, to the conclusion of it. The business of corruption, when it is to embrace so considerable a number of men, requires time as well as means. Nor would it be easy, dispersed as they would be over thirteen States, to mislead them from their duty.

No less important was that the Executive should be independent for his continuance in office on all but the people themselves. He might otherwise be tempted to sacrifice his duty to his complaisance for those whose favor was necessary to the duration of his [term]...

**"The people of each State shall choose a number of persons as electors, equal to the number of senators and representatives of such State in the national government, who shall assemble within the State and vote for some fit person as President... the person who may happen to have a majority of votes will be the President."**

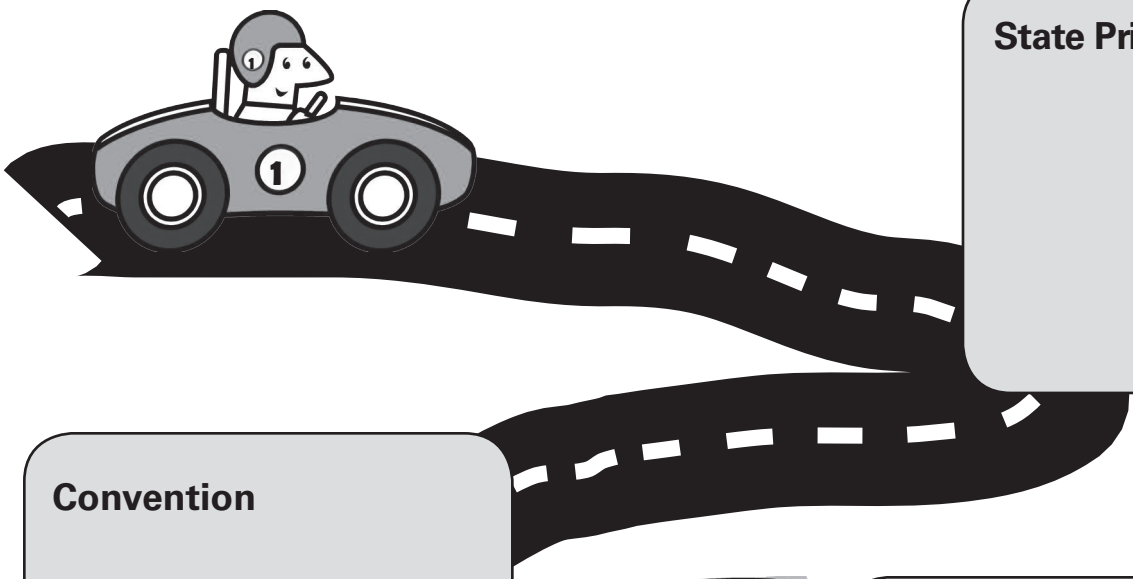
All these advantages will happily combine in the plan devised by the [Constitution]; which is, that the people of each State shall choose a number of persons as electors, equal to the number of senators and representatives of such State in the national government, who shall assemble within the State, and vote for some fit person as President. Their votes, thus given, are to be transmitted to the seat of the national government, and the person who may happen to have a majority of the whole number of votes will be the President...

The process of election affords a moral certainty that the office of President will never fall to the lot of any man who is not in an eminent degree endowed with the requisite qualifications. Talents for low intrigue, and the little arts of popularity, may alone suffice to elevate a man to the first honors in a single State; but it will require other talents, and a different kind of merit, to establish him in the esteem and confidence of the whole Union, or of so considerable a portion of it as would be necessary to make him a successful candidate for the distinguished office of President of the United States. It will not be too strong to say, that there will be a constant probability of seeing the station filled by characters pre-eminent for ability and virtue... We may safely pronounce, that the true test of a good government is its aptitude and tendency to produce a good administration.

PUBLIUS
*(Alexander Hamilton)*

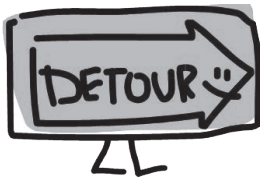
# Road to the White House

Describe each stage of the presidential election process.



**State Primaries/Caucuses**

**Convention**




**General Election**

**Inauguration**

**Electoral College**

# Electoral College Calculator

How many votes does each state get?

# 7 Is That a Fact?

Students will locate reliable sources and become informed voters who can separate fact from rhetoric.

(40 minutes)

## Discussion

Review the difference between fact and opinion. Remind students that a fact is a statement that can be proven true, while an opinion is a statement that shows how a person thinks or feels about something. An opinion cannot be proven true or false.

During an election year, it can be hard to separate facts from opinions. Voters are bombarded from all kinds of information sources—including official voters' pamphlets, news articles, television and radio advertisements, speeches, debates, and the candidates' campaign websites and mail.

Point out that some sources use sophisticated rhetorical techniques to persuade voters. Explore some of the most well-known rhetorical techniques with your students:

1. *Bandwagon:* The source makes it seem like "everyone" is doing something or supporting a particular candidate. Think of an ad with a crowd of people that says, "25,000 voters can't be wrong."
2. *Mud-slinging:* The source focuses on making the other candidate look bad—for example, by listing failures or taking his or her quotes out of context (example: "Daisy Girl" ad p. 43).
3. *Warm and fuzzy:* Sources show candidates kissing babies, shaking hands with elderly voters, petting ponies on a farm—anything to make candidates seem like a regular, friendly person.

## Elementary Lesson

1. Have students brainstorm sources of election information. Ask them to rank the sources in order of trustworthiness. Assign a low number to a source that students trust to be mainly fact. Assign a higher number to sources that students feel may rely more on opinion than fact.

### Primary Sources

News article *"Daisy Girl" Ad Still Haunting 50 Years Later* (p. 43)

Voters' Pamphlet

- current and archived pamphlets since 1914 are available online at www.vote.wa.gov under the "research & past results" tab

**rhetoric**
*speech or writing that persuades or influences people*

**bandwagon**
*a cause or movement gaining in popularity and support; to join in something because it is fashionable*

**mud-slinging**
*to make unflattering statements about an opponent*

**campaign**
*a series of ads and events, such as rallies and speeches, intended to persuade voters to support a candidate*

## Middle & High School Lesson

1. Look for examples of facts and opinions in candidates' Voters' Pamphlet statements. Are there examples of "bandwagon," "mud-slinging," or "warm and fuzzy" rhetoric?
2. Look at the chart (p. 42). It shows how the major sources of information have changed. Where can people go to get accurate information? Do voters perceive candidates and elections differently when they get their information from different sources? Is there such as thing as the "truth" or only different perspectives?

## Homework

Ask students to discuss sources of election information with an adult and write down their thoughts.

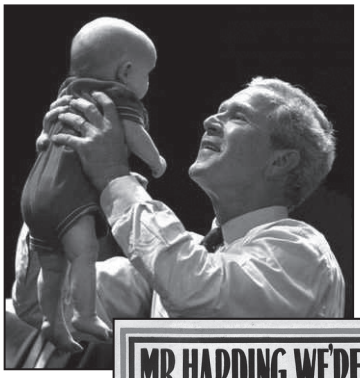
Where do you get information about candidates and measures? How do you decide what information is reliable?

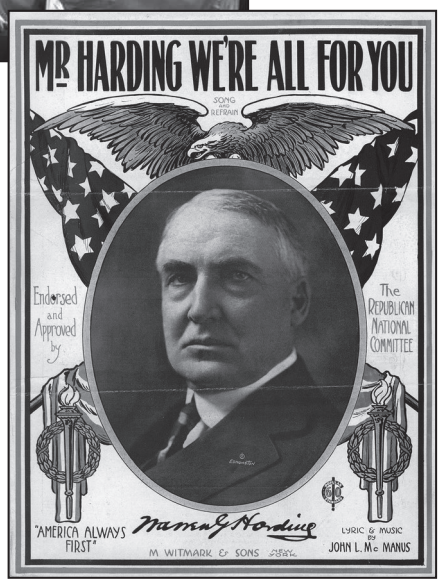
## Assessment Questions

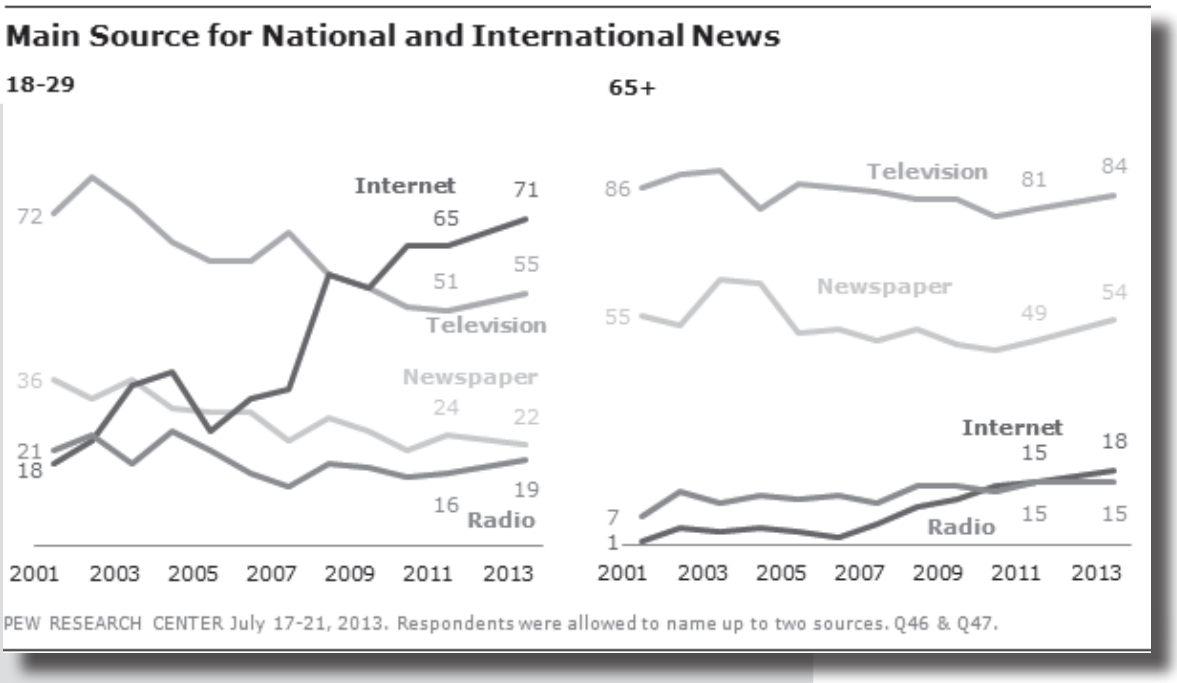
**Elementary**: Many people choose not to vote because they feel they don't have enough information to make a good decision. What might happen if these people are required to vote?

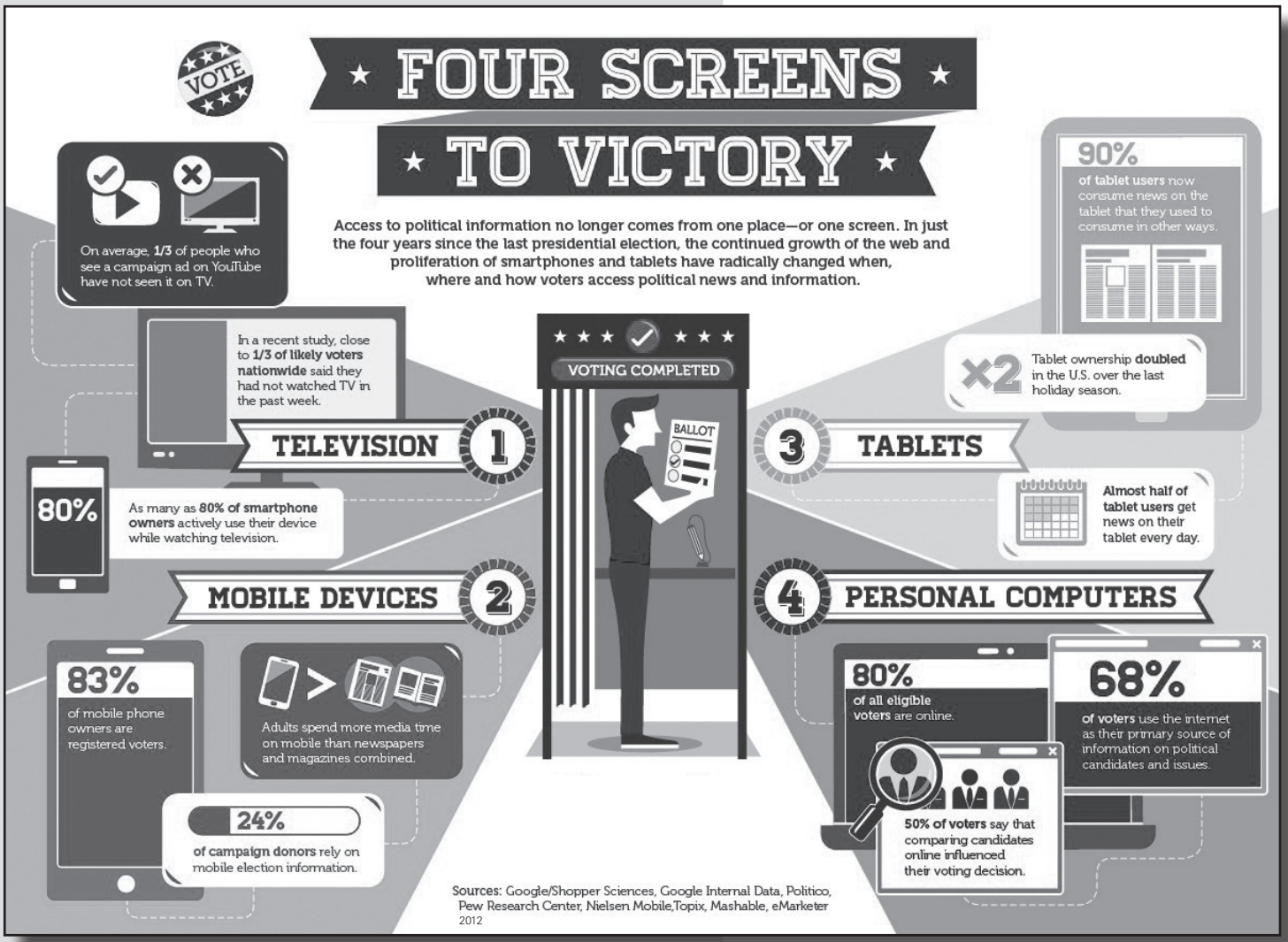
**Middle & High School** (students may choose):

1. What voting materials, other than ballots, need to be translated for non-English speakers to register and cast an informed vote?
2. Look at the chart (p. 42). Young people increasingly use non-traditional media sources to establish political priorities. Does the proliferation of nontraditional sources aid or hinder support for granting 17-year-olds the right to vote in the Primary?






Main Source for National and International News
18-29
65+
Internet
Television
Newspaper
Radio
72
36
21
18
71
65
55
51
24
22
19
16
86
55
7
1
84
81
54
49
18
15
15
15
2001
2003
2005
2007
2009
2011
2013
PEW RESEARCH CENTER July 17-21, 2013. Respondents were allowed to name up to two sources. Q46 & Q47.


VOTE
FOUR SCREENS
TO VICTORY
Access to political information no longer comes from one place—or one screen. In just the four years since the last presidential election, the continued growth of the web and proliferation of smartphones and tablets have radically changed when, where and how voters access political news and information.
On average, 1/3 of people who see a campaign ad on YouTube have not seen it on TV.
In a recent study, close to 1/3 of likely voters nationwide said they had not watched TV in the past week.
TELEVISION 1
80%
As many as 80% of smartphone owners actively use their device while watching television.
MOBILE DEVICES 2
83%
of mobile phone owners are registered voters.
Adults spend more media time on mobile than newspapers and magazines combined.
24%
of campaign donors rely on mobile election information.
VOTING COMPLETED
BALLOT
90%
of tablet users now consume news on the tablet that they used to consume in other ways.
×2
Tablet ownership doubled in the U.S. over the last holiday season.
3 TABLETS
Almost half of tablet users get news on their tablet every day.
4 PERSONAL COMPUTERS
80%
of all eligible voters are online.
68%
of voters use the internet as their primary source of information on political candidates and issues.
50% of voters say that comparing candidates online influenced their voting decision.
Sources: Google/Shopper Sciences, Google Internal Data, Politico, Pew Research Center, Nielsen Mobile,Topix, Mashable, eMarketer 2012

# "Daisy Girl" Political Ad Still Haunting 50 Years Later

**USA Today — September 7, 2014** by Dan Nowicki

Fifty years on, the most famous, or notorious, political attack ad in U.S. history hasn't lost its explosive punch.

For nearly 30 seconds, a freckled, brown-eyed girl — unmistakably a redhead even though the scene is in black and white — counts as she plucks petals from a daisy on an idyllic day.

When she gets to 10, a chilling voice-over countdown begins. The frame freezes and the camera zooms into a close-up of the child's eye. As the countdown hits zero, a nuclear bomb detonates with a mushroom cloud.

"These are the stakes," says President Lyndon Johnson. "To make a world in which all of God's children can live, or to go into the dark. We must either love each other, or we must die."

A narrator implores voters to support Johnson on Election Day: "The stakes are too high for you to stay home."

Johnson's 1964 Republican opponent was never mentioned by name, but the target was clear: conservative Sen. Barry Goldwater of Arizona, who had been in the news for controversial comments about atomic warfare and held an uncompromising stance toward the Soviet Union and communism.

The 60-second spot was broadcast only once on Sept. 7, 1964. Unsuspecting viewers had never seen anything like it, and the outcry was immediate.

Goldwater and his fellow Republicans were furious at what they saw as unprecedented scaremongering in a presidential campaign.

Decades later, Goldwater supporters still nurse grudges over the commercial and respond angrily when it's mentioned, even though it is a stretch to say, as some critics maintain, that the ad derailed the Arizonan's always-slim chances of defeating Johnson so soon after President John F. Kennedy's assassination.

**"We must either love each other, or we must die."**

"You have to remember it was only two years after the Cuban Missile Crisis, when we came very close to nuclear destruction," said Larry Sabato, director of the University of Virginia's Center for Politics and the co-producer of an upcoming PBS documentary tentatively titled "Bombs Away: LBJ, Goldwater and the 1964 Campaign That Changed It All."

"To see a little girl explode into a mushroom cloud really touched people's deepest fears about the nuclear age."

Now considered a classic that continues to be studied, debated and imitated, the ad was produced by the "Mad Men"-era New York agency Doyle Dane Bernbach.

DDB became the first firm to apply creative Madison Avenue principles to political advertising, which up to then had been characterized largely by predictable talking heads and reserved messaging tactics.

Although the "Daisy" ad was not the first political attack ad, it is credited, or blamed, for helping usher in relentless negativity in campaigning.

"This was something entirely new in American politics," said Robert Mann, a professor of mass communication at Louisiana State University and the author of the 2011 book "Daisy Petals and Mushroom Clouds: LBJ, Barry Goldwater, and the Ad That Changed American Politics."

"This was a campaign that gave creative control to an ad firm, which is something that had not happened very often," he said. "By and large, up to that point, the campaigns told the ad firms, 'Here's what we want you to do.' It was all pretty staid and fact-based and appealing to reason. Certainly not to emotion..."

John Geer, a professor of political science at Vanderbilt University and an expert on negative political ads, said the "Daisy" commercial is probably better known today than it was in 1964.

The spot was clever in its economical use of dialogue and ability to indict Goldwater as a dangerous choice without using his name, he said.

"It absolutely was cutting-edge for its time," said Geer. "And remains the standard for subtlety because attack ads tend to be meat axes," he said, while the "Daisy" ad "uses a stiletto."

Goldwater also compared the "Daisy" ad to a knifing, even though the Democrats ran it only once.

"Why just once? Why not a dozen times?" Goldwater would write in a 1988 memoir. "The answer is that if you stab a man in the back deeply enough once, you can murder him."

Known for his candor, Goldwater was haunted by his own words. The public record was full of his statements that contributed to a perception that maybe his finger shouldn't be on the nation's nuclear button.

At a time when Cold War tensions between the United States and the Soviet Union were high, Goldwater joked about lobbing a nuclear missile into "the men's room" of the Kremlin. He defended, at least in theory, the use of low-yield tactical nuclear weapons in Vietnam, and drew intense criticism for suggesting that he would give NATO "commanders" the authority to use nuclear weapons in the case of an emergency.

America was on edge, and Goldwater's comments about nuclear weapons "just frightened the hell out of everybody," said Sid Myers, the DDB senior art director who collaborated on the "Daisy" ad.

Lloyd Wright, the Democratic National Committee's media coordinator, was in the room when Johnson screened the ad at the White House in advance of its airing. Everybody was taken aback by "the sheer power" of the "Daisy" ad, Wright recalled.

"It was so powerful that the reaction was so enormous and impactful that all three networks ran it in their newscasts the next two or three nights," Wright recalled. "It did its job, we thought, and we didn't need to spend more money to buy more time when it was getting free play."

# 8 Initiatives & Referenda

Students will understand the difference between an initiative and a referendum, and how these measures qualify to appear on the ballot.

(30 - 45 minutes)

## Discussion

In 1912, Washington voters – including women, for the first time – enacted constitutional amendments giving Washington voters the powers of direct legislation via initiatives and referenda, and a voters' pamphlet to explain the measures (candidates were added in 1966). Washington's first initiative, sponsored by the Anti-Saloon League, banned alcohol sales in 1914.

In Washington, anyone can propose a new law (an initiative) or propose to repeal a law recently passed by the state Legislature (a referendum). Both are placed on the ballot by petition. Initiative sponsors must collect a number of voters' signatures equal to or greater than 8 percent of the votes cast for governor in the last election; referendum sponsors only need signatures equal to at least 4 percent of the votes cast for governor (p. 46).

Sponsors send petition sheets to the Office of the Secretary of State. The signatures are compared to registration records to verify they belong to real voters (p. 26).

Measures with enough signatures are placed on the ballot for voters to decide at the next General Election in November. Every household is mailed a Voters' Pamphlet with additional information about the measures. By law, the voters' pamphlet must contain an explanation of the law as it currently exists and the effects of the proposed measure, if approved; a fiscal impact statement; and arguments for and against the measure. Measures become law with a simple majority vote.

As of 2014, Washington voters had proposed more than 1,400 initiatives to the people; however, only 137 of those had enough signatures to make the ballot and just 74 became law.

## Elementary Lesson

How many times have people said, "There ought to be a law..."? This is your chance to write an idea for a new law - an initiative. Answer the worksheet's questions (p. 47).

### Primary Sources

Washington State Constitution:

- Article II, Section 1: Amendment 7

Voters' Pamphlet

- current and archived pamphlets since 1914 are available online at www.vote.wa.gov

**ballot measure**
*proposed legislation approved or rejected by eligible voters; also called a "proposition."*

**initiative**
*a petition process that allows voters to propose ideas for new laws*

**referendum**
*a petition process for voters to repeal new laws recently passed by the state Legislature (pl. "referenda")*

**petition**
*a written request signed by voters demanding specific action from government*

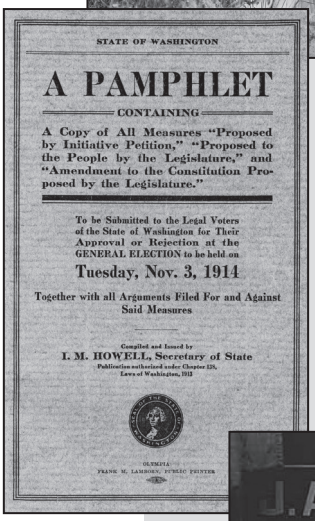
## Middle & High School Lesson

1. Read the Washington State Constitution, Article II, Section 1: Amendment 7 regarding initiatives and referenda. Not all states allow citizens to propose measures. Discuss the pros and cons of the initiative and referendum system. Should the system change? How?
2. Review the Voters' Pamphlet arguments for and against an initiative. Ask students to identify the most compelling point each argument makes. In their own words, have students write a diametric question (A or B) based on the arguments. Notice the "real" question may not be what the measure asks. In 2013, voters were asked to vote on Initiative 522. Below is the ballot title and examples of students' questions:

   *This measure would require most raw agricultural commodities, processed foods, and seeds, if produced using genetic engineering, to be labeled as genetically engineered when offered for retail sale. Should this measure be enacted into law?*

   Example question 1: Am I more worried about eating genetically modified food or keeping food costs low?

   Example question 2: Do I trust the Food and Drug Administration that says genetically modified food is safe, or do I want to choose for myself?
3. Alternatively, have students research and write their own initiatives using the worksheet prompts (p. 47), citing any current laws their initiative would amend. The class can vote on students' initiatives.


STATE OF WASHINGTON

A PAMPHLET

CONTAINING

A Copy of All Measures "Proposed by Initiative Petition," "Proposed to the People by the Legislature," and "Amendment to the Constitution Proposed by the Legislature."

To be Submitted to the Legal Voters of the State of Washington for Their Approval or Rejection at the GENERAL ELECTION to be held on

Tuesday, Nov. 3, 1914

Together with all Arguments Filed For and Against Said Measures

Compiled and Issued by

I. M. HOWELL, Secretary of State

Publication authorized under Chapter 128, Laws of Washington, 1913

OLYMPIA:

FRANK M. LAMBERT, PUBLIC PRINTER

◀ Washington's first Voters' Pamphlet, 1914

Seattle drug store after Washington's first-ever initiative banned alcohol ▼

## Assessment Questions

**Elementary**: Would mandatory voting require an initiative, referendum, or constitutional amendment?

**Middle & High School** (students may choose):

1. The federal Voting Rights Act states that ballots must be translated if more than 5 percent of the population within a district speaks a language other than English - but the law only includes Spanish, Asian, and Native American languages. If the people of Washington State wanted to translate ballots in African or Slavic languages, would that require an initiative, referendum, or an act of Congress? What if they wanted to not provide any translations?
2. If the people of Washington State wanted to give 17-year-olds who will be 18 by the General Election the right to vote in a Primary, would that require an initiative, referendum, or constitutional amendment? Find a constitutional principle that supports your claim.

# THE BALLOT MEASURE PROCESS

## The Initiative

Any voter may propose an initiative to create a new state law or change an existing law.

**Initiatives to the People**
are proposed laws submitted directly to voters.

**Initiatives to the Legislature**
are proposed laws submitted to the Legislature.

## The Referendum

Any voter may demand that a law proposed by the Legislature be referred to voters before taking effect.

**Referendum Bills**
are proposed laws the Legislature has referred to voters.

**Referendum Measures**
are laws recently passed by the Legislature that voters have demanded be referred to the ballot.

# LAWS BY THE PEOPLE

Before an **Initiative to the People** or an **Initiative to the Legislature** can appear on the ballot, the sponsor must collect...

**246,372**
**VOTERS' SIGNATURES**

**8%** of all votes in the last Governor's race

Before a **Referendum Measure** can appear on the ballot, the sponsor must collect...

**123,186**
**VOTERS' SIGNATURES**

**4%** of all votes in the last Governor's race

**Initiatives & referenda**
**BECOME LAW**
**with a simple**
**MAJORITY VOTE**

# Initiatives & Referenda

Most laws are made by the Legislature, but initiatives are how regular citizens can write new laws themselves. If you were writing an initiative, what would yours say?

***"There ought to be a law!"***

What would your initiative do?

_____

_____

_____

_____

_____

_____

Why is it important this initiative become a law?

_____

_____

_____

_____

Who would be affected?

_____

How much would it cost?

_____

When would the new rules start?

_____

# 9 Time to Vote!

Students will communicate personal priorities that impact voting decisions.
(30 - 45 minutes)

## Discussion

Each person gains knowledge and opinions through a process called socialization. Very little political socialization comes through formal education. The Primary influences are the informal learning children are exposed to every day.

1. Families have the greatest impact on a person's opinions and beliefs.
2. Mass media have always been an influence, but in today's society they are much more so because of the larger role of technology. Kids are constantly inundated with media messages on TV and the Internet.
3. Schools teach national loyalty and support basic values. American schools were established to promote the democratic ideals that are the foundation of our country. Civics education is a requirement for graduation in Washington for the same reason. Each new generation must learn their rights and responsibilities as citizens.

## Elementary, Middle & High School Lesson

1. Review the study comparing youth voter priorities to older adults (p. 49). Ask students to brainstorm issues they personally care about (such as gas taxes, entry level jobs and wages, education funding, bike lanes, college tuition, standardized testing, etc.) and write their responses on the board. Explain these issues are controversial because there are many perspectives, none of which are necessarily right or wrong.
2. Have each student prioritize the five issues most important to them (p. 50).
3. Ask students to identify what else influences voters. When considering a candidate, does party preference matter? What about a candidate's education, experience, or personal history? Is a candidate's personality or appearance a factor? Have students prioritize these and other candidate qualifiers.

### Primary Sources

Youth voter priorities study by Pew (p. 49)

Voters' Pamphlet

- current and archived pamphlets since 1914 are available online at www.vote.wa.gov under the "research & past results" tab

Mock Election Voters' Guide

- real ballot measures written at a lower reading level, available online at www.vote.wa.gov/MockElection

**socialization**
*to give somebody the skills or knowledge required to function successfully in a society*

**priority**
*something that is more important than others*

**mass media**
*communication that reaches large audiences, especially television, radio, newspapers, and Internet*

4. Have each student draw a pie chart on the worksheet (p. 50). Students should look at their top priorities and decide, of the 10 listed, which four or five are the most likely to influence their vote. On the pie chart, students can demonstrate what weight each priority carries in their voting decisions.

## Vote in the Mock Election

1. After deciding which candidates and measures to support, ask students to vote in the annual online Mock Election.
2. Students vote online at **www.vote.wa.gov/MockElection** every year the week before the November General Election. Voting opens at 9 a.m. Monday and ends at 1 p.m. Friday.
3. Results are posted after voting ends. Statewide and individual school results are available.
4. No pre-registration is necessary; voting takes about 5 minutes. Voting is free to all Washington public, private, tribal, and homeschool students in grades K-12. Younger students are given a reading-level appropriate ballot.

### Older Voters More Likely to Prioritize Foreign Policy, Immigration

*% of registered voters saying each is "very important" to their vote for Congress*

| | 18-29 | 30-49 | 50-64 | 65+ | Young-old diff |
|---|---|---|---|---|---|
| | % | % | % | % | |
| Foreign policy | 51 | 60 | 70 | 71 | -20 |
| Immigration | 49 | 58 | 65 | 69 | -20 |
| Terrorism | 68 | 70 | 79 | 82 | -14 |
| Health care | 69 | 78 | 78 | 79 | -10 |
| Economy | 75 | 84 | 85 | 83 | -8 |
| Federal budget deficit | 62 | 63 | 66 | 70 | -8 |
| Abortion | 50 | 44 | 44 | 50 | 0 |
| Gay marriage | 38 | 35 | 30 | 30 | +8 |
| Birth control | 44 | 36 | 32 | 37 | +7 |
| Economic inequality | 68 | 57 | 53 | 55 | +13 |
| Environment | 64 | 55 | 52 | 48 | +16 |

Survey conducted September 2-9, 2014. Based on registered voters.

PEW RESEARCH CENTER

# Time to Vote

Before you vote, decide what's important to you.

| What issues do I care about? | What qualities do I look for in a candidate? |
| --- | --- |
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

Draw a pie-chart to show how much each priority influences your voting decisions.

## Homework

Ask students to discuss their voting decisions with an adult, then write down their thoughts after the conversation.

What issues are they most passionate about? Why?

What personal priorities dictate their voting choices (family, money, ethics, etc.)?

What qualities do they look for in a candidate?

## Assessment Questions

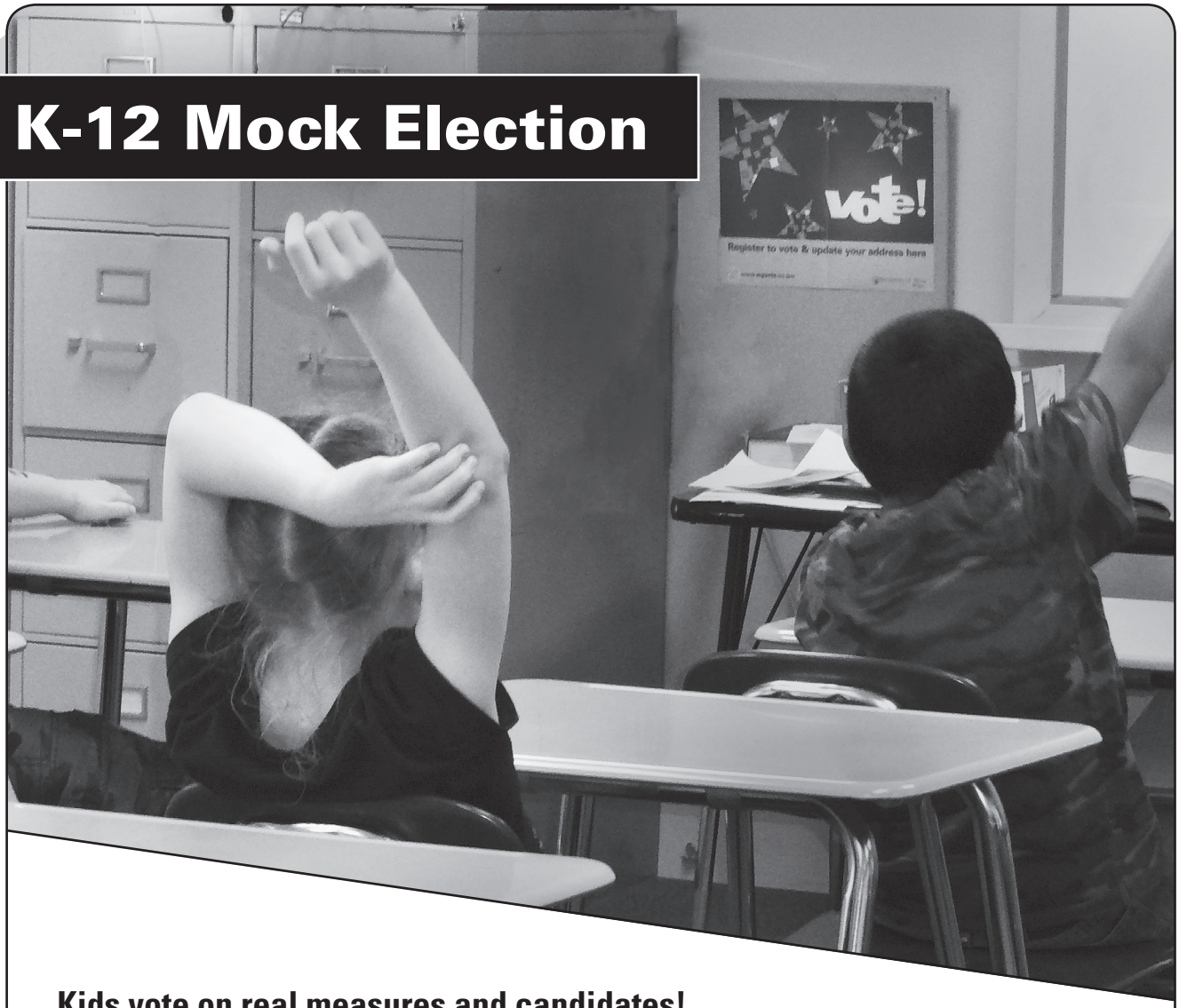
**Elementary:** Australia requires voting because they feel it is a citizen's responsibility. Voters in the United States think voting is a right and they should get to choose whether or not they vote. What do you think?

**Middle & High School** (students may choose):

1. Every five years, the American Community Survey is used to determine which regions need translated ballots. Should the population of non-English speakers be reassessed more frequently (say every two years)? Why or why not?
2. Look at the chart (p. 49). Young people have significantly different values than older Americans. Do you think allowing 17-year-olds to vote in the Primary when they will be 18 years old for the General Election will result in candidates that better represent youth priorities?

◀ Mock Election voters at Cascade High School, Leavenworth

# K-12 Mock Election




**Kids vote on real measures and candidates!**

The Washington State Mock Election is a nonpartisan, educational program that teaches kids how to be informed voters.

Students in grades K-12 vote on real measures and candidates. Reading-level appropriate ballots and voters' guides are available online for younger students. No pre-registration is necessary; voting is free and takes about 5 minutes online.

The Mock Election is held every year in the last week of October. Results are posted by school, city, and statewide after voting ends at 1 p.m. on Friday before the General Election.

Kids vote at **www.vote.wa.gov/MockElection**.

*Photo: student voters at Dayton Elementary*

# Washington State Voter Registration Form

Register online at www.myvote.wa.gov.

## Instructions

**Use this form to register to vote or update your current registration.**

Print all information clearly using black or blue pen. Mail this completed form to your county elections office (address on back).

**Deadline**
This registration will be in effect for the next election if postmarked no later than the Monday four weeks before Election Day.

**Voting**
You will receive your ballot in the mail. Contact your county elections office for accessible voting options.

**Public Information**
Your name, address, gender, and date of birth will be public information.

**Notice**
Knowingly providing false information about yourself or your qualifications for voter registration is a class C felony punishable by imprisonment for up to 5 years, a fine of up to $10,000, or both.

**Public Benefits Offices**
If you received this form from a public benefits office, where you received the form will remain confidential and will be used for voter registration purposes only.

Registering or declining to register will not affect the assistance provided to you by any public benefits office. If you decline to register, your decision will remain confidential.

If you believe someone interfered with your right to register, or your right to privacy in deciding whether to register, you may file a complaint with the Washington State Elections Division.

**Contact Information**
If you would like help with this form, contact the Washington State Elections Division.

**web** www.vote.wa.gov
**call** (800) 448-4881
**email** elections@sos.wa.gov
**mail** PO Box 40229
Olympia, WA 98504-0229

For official use:

## 1 Personal Information

last name | first | middle

date of birth (mm / dd / yyyy) ○ male ○ female

residential address in Washington | apt #

city | ZIP

mailing address, if different

city | state and ZIP

phone number (optional) | email address (optional)

## 2 Qualifications

If you answer *no*, do not complete this form.

○ yes ○ no **I am a citizen of the United States of America.**

○ yes ○ no **I will be at least 18 years old by the next election.**

## 3 Military / Overseas Status

○ yes ○ no **I am currently serving in the military.**
Includes National Guard and Reserves, and spouses or dependents away from home due to service.

○ yes ○ no **I live outside the United States.**

## 4 Identification — Washington Driver License, Permit, or ID

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐

If you do not have a Washington driver license, permit, or ID, you may use the last four digits of your Social Security number to register.

x x x - x x - ☐ ☐ ☐ ☐

## 5 Change of Name or Address

This information will be used to update your current registration, if applicable.

former last name | first | middle

former residential address | city | state and ZIP

## 6 Declaration

I declare that the facts on this voter registration form are true. I am a citizen of the United States, I will have lived at this address in Washington for at least thirty days immediately before the next election at which I vote, I will be at least 18 years old when I vote, I am not disqualified from voting due to a court order, and I am not under Department of Corrections supervision for a Washington felony conviction.

sign here [ ] date here [ ]

# Contact Your County Elections Department

**Adams County**
210 W Broadway, Ste 200
Ritzville, WA 99169
(509) 659-3249
heidih@co.adams.wa.us

**Asotin County**
PO Box 129
Asotin, WA 99402
(509) 243-2084
dmckay@co.asotin.wa.us

**Benton County**
PO Box 470
Prosser, WA 99350
(509) 736-3085
elections@co.benton.wa.us

**Chelan County**
PO Box 4760
Wenatchee, WA 98807
(509) 667-6808
elections.ballots@co.chelan.wa.us

**Clallam County**
223 E 4th St, Ste 1
Port Angeles, WA 98362
(360) 417-2221
jmaxion@co.clallam.wa.us

**Clark County**
PO Box 8815
Vancouver, WA 98666-8815
(360) 397-2345
elections@clark.wa.gov

**Columbia County**
341 E Main St, Ste 3
Dayton, WA 99328
(509) 382-4541
sharon_richter@co.columbia.wa.us

**Cowlitz County**
207 4th Ave N, Rm 107
Kelso, WA 98626-4124
(360) 577-3005
elections@co.cowlitz.wa.us

**Douglas County**
PO Box 456
Waterville, WA 98858
(509) 745-8527
elections@co.douglas.wa.us

**Ferry County**
350 E Delaware Ave, Ste 2
Republic, WA 99166
(509) 775-5200
elections@co.ferry.wa.us

**Franklin County**
PO Box 1451
Pasco, WA 99301
(509) 545-3538
elections@co.franklin.wa.us

**Garfield County**
PO Box 278
Pomeroy, WA 99347-0278
(509) 843-1411
ddeal@co.garfield.wa.us

**Grant County**
PO Box 37
Ephrata, WA 98823
(509) 754-2011 ext 377
elections@co.grant.wa.us

**Grays Harbor County**
100 W Broadway, Ste 2
Montesano, WA 98563
(360) 964-1556
emailballot@co.grays-harbor.wa.us

**Island County**
PO Box 1410
Coupeville, WA 98239
(360) 679-7366
elections@co.island.wa.us

**Jefferson County**
PO Box 563
Port Townsend, WA 98368-0563
(360) 385-9119
elections@co.jefferson.wa.us

**King County**
919 SW Grady Way
Renton, WA 98057
(206) 296-8683
elections@kingcounty.gov

**Kitsap County**
614 Division St, MS 31
Port Orchard, WA 98366
(360) 337-7128
auditor@co.kitsap.wa.us

**Kittitas County**
205 W 5th Ave, Ste 105
Ellensburg, WA 98926-2891
(509) 962-7503
elections@co.kittitas.wa.us

**Klickitat County**
205 S Columbus, Stop 2
Goldendale, WA 98620
(509) 773-4001
voting@co.klickitat.wa.us

**Lewis County**
PO Box 29
Chehalis, WA 98532-0029
(360) 740-1278
heather.boyer@lewiscountywa.gov

**Lincoln County**
PO Box 28
Davenport, WA 99122-0028
(509) 725-4971
sjohnston@co.lincoln.wa.us

**Mason County**
PO Box 400
Shelton, WA 98584
(360) 427-9670 ext 470
elections@co.mason.wa.us

**Okanogan County**
PO Box 1010
Okanogan, WA 98840-1010
(509) 422-7240
elections@co.okanogan.wa.us

**Pacific County**
PO Box 97
South Bend, WA 98586-0097
(360) 875-9317
pgardner@co.pacific.wa.us

**Pend Oreille County**
PO Box 5015
Newport, WA 99156
(509) 447-6472
elections@pendoreille.org

**Pierce County**
2501 S 35th St, Ste C
Tacoma, WA 98409
(253) 798-VOTE (8683)
pcelections@co.pierce.wa.us

**San Juan County**
PO Box 638
Friday Harbor, WA 98250-0638
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elections@sanjuanco.com

**Skagit County**
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Mount Vernon, WA 98273-1306
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scelections@co.skagit.wa.us

**Skamania County**
PO Box 790
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(509) 427-3730
elections@co.skamania.wa.us

**Snohomish County**
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Everett, WA 98201-4060
(425) 388-3444
elections@snoco.org

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(509) 477-2320
elections@spokanecounty.org

**Stevens County**
215 S Oak St, Rm 106
Colville, WA 99114-2836
(509) 684-7514
elections@co.stevens.wa.us

**Thurston County**
2000 Lakeridge Dr SW
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(360) 786-5408
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**Wahkiakum County**
PO Box 543
Cathlamet, WA 98612
(360) 795-3219
tischerd@co.wahkiakum.wa.us

**Walla Walla County**
PO Box 2176
Walla Walla, WA 99362-0356
(509) 524-2530
elections@co.walla-walla.wa.us

**Whatcom County**
PO Box 398
Bellingham, WA 98227-0398
(360) 676-6742
elections@co.whatcom.wa.us

**Whitman County**
PO Box 191
Colfax, WA 99111
(509) 397-5284
elections@co.whitman.wa.us

**Yakima County**
PO Box 12570
Yakima, WA 98909-2570
(509) 574-1340
iVote@co.yakima.wa.us

## Your county can help you...

- get a replacement ballot
- use an accessible voting unit
- register to vote
- update your address

# Thank you to our contributing editors

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EDWARD ANEGON, Jenkins Junior / Senior High School (Chewelah)

HAVEN BORGIAS, Explorer Middle School (Mukilteo)

LINDA EDWARDS, Kalama Middle School / High School

COREY GRANDSTAFF, Washington State School for the Blind

JIM HENDRICKSON, Tukes Valley Middle School (Battle Ground)

LAUREN INDENDI, Clallam Bay School

SUSAN JIO, Richland High School

KARL JOHANSON, Pullman Schools (retired)

TIM KILGREN, Union Gap School

JENNIFER OLSON, Rosalia High School

JOSHUA PARKER, Shelton High School

KRISTINA RAWLINS, Stevens Middle School (Pasco)

GERALD SANDERSON, Meridian Middle School (Kent)

KATIE TUCKER, Deer Park Middle School

BARBARA VUKAS, Sherwood Forest Elementary (Federal Way)

AMANDA WARD, Bainbridge High School

BETH WILSON, Rochester Middle School

# Kids can vote in the Mock Election!

www.vote.wa.gov/MockElection

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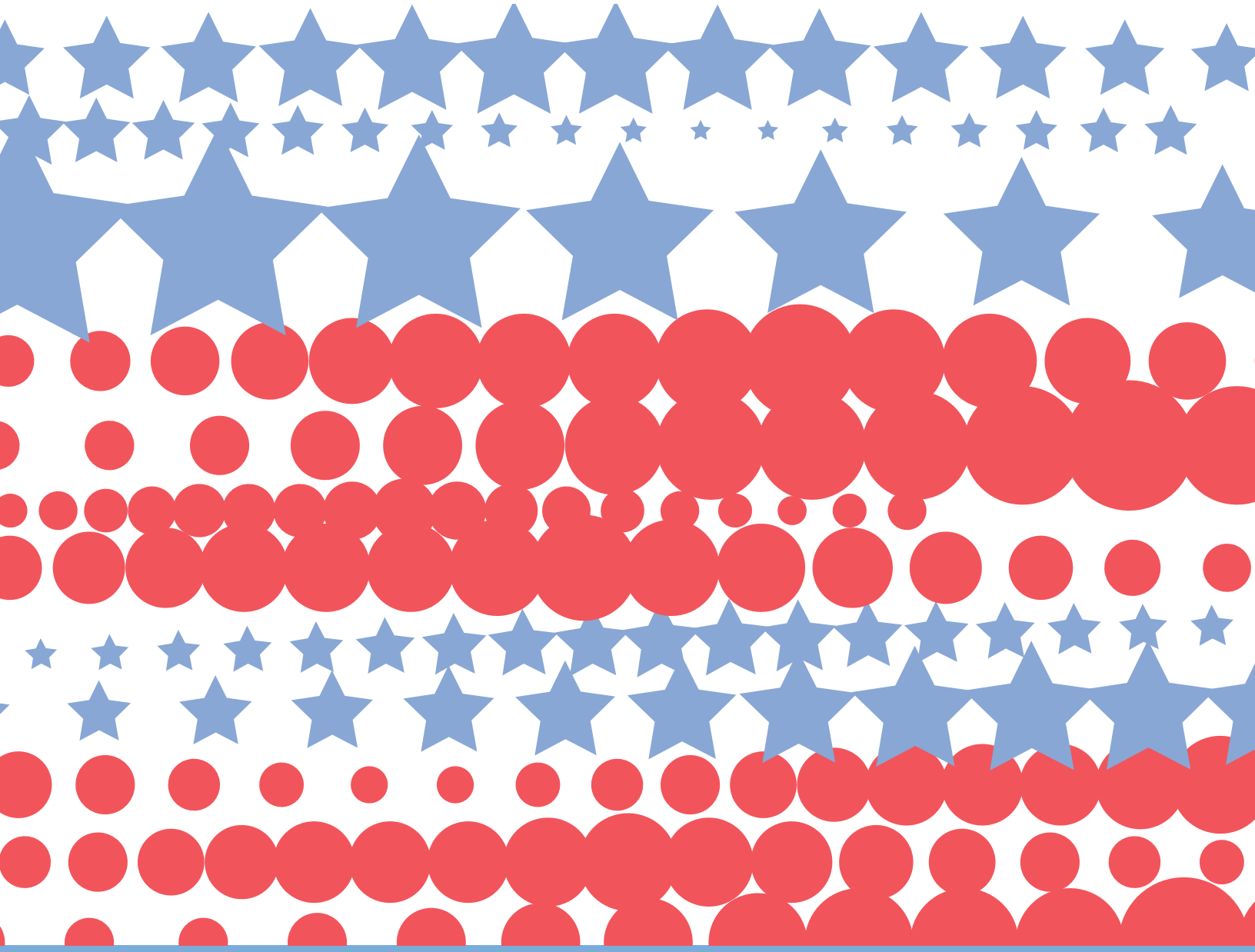

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