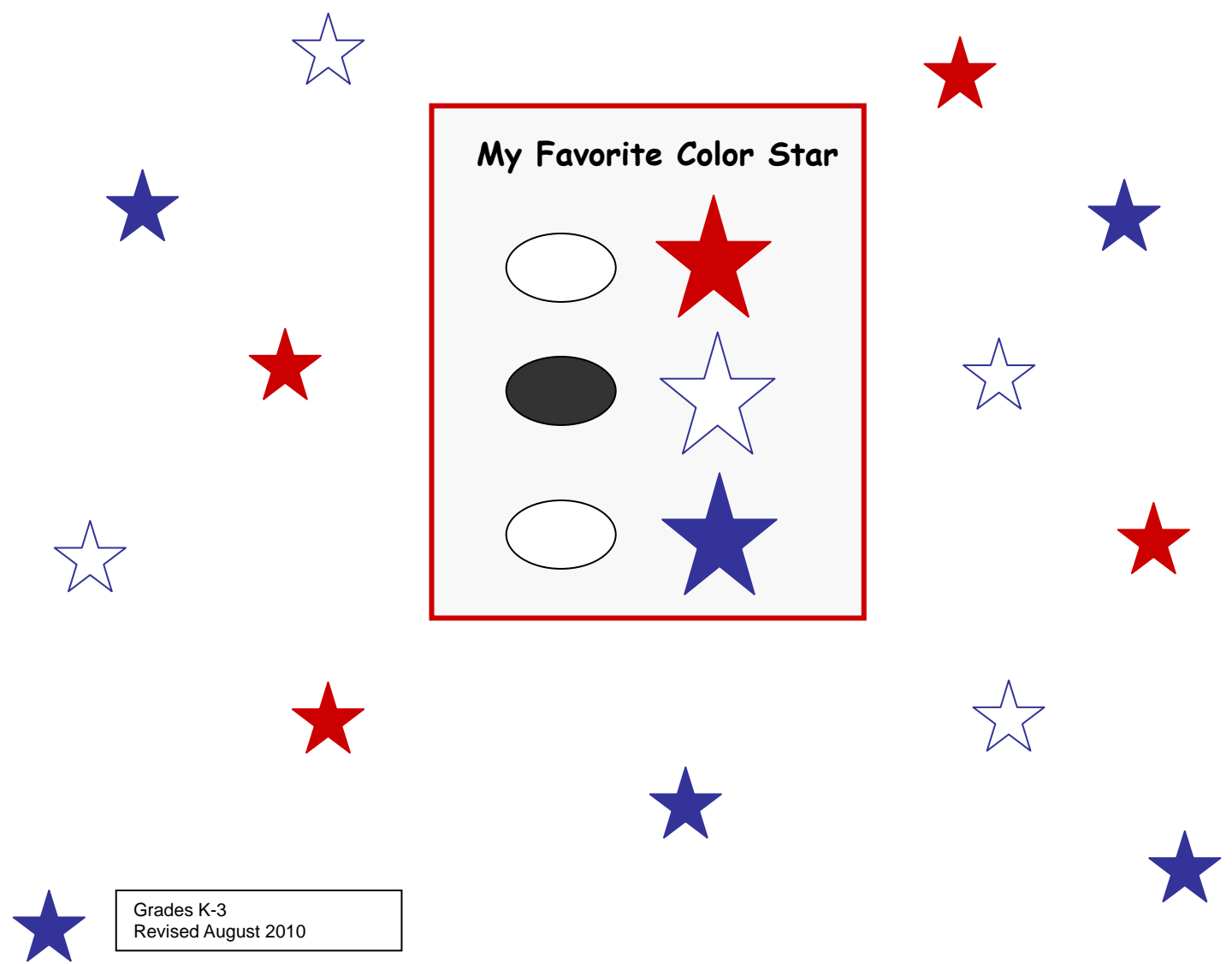




Let's Vote!

My Favorite Color Star

<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>



A MESSAGE FROM THE STATE BOARD OF ELECTIONS

On behalf of the members of the Illinois State Board of Elections, it is my pleasure to introduce this year's Kindergarten through 3rd grade election-education program, **Let's Vote**. This program is designed to give the primary grade student a basic understanding of the electoral process by conducting a mock election using animals as candidates.

The right to vote is the foundation of our democratic society. Educating our children about the importance of voting and how it enables them to have a voice on issues lays the foundation for a responsible future voter.

Thank you, teachers, for your hard work and dedication to the important role you play in shaping the citizens of our future. It is my hope that this program will be a useful guide if you choose to conduct a mock election as a citizen education tool in your classroom.

Bryan A. Schneider, Chairman
Daniel W. White, Executive Director

Illinois State Board of Elections



www.elections.il.gov



PREFACE

The Illinois election-education program was first conceived and published during our country's 1976 Bicentennial Anniversary celebration in conjunction with the 1976 General Election. The program was developed by the State Board of Elections in collaboration with the State Board of Education to provide election-related materials to teachers for Illinois Kindergarten through twelfth grade students.

Throughout the years various editions have been published and have provided important election-education information on how to conduct a mock election for President and Vice President of the United States, U.S. Senators, and State Officers. In addition, two special editions in 1980 and 1986 were published for Illinois students to select a State animal and State fish respectively.

This year, two editions have been revised, updated and are available on the State Board of Elections website. The first, **Let's Vote**, is a Kindergarten through third grade program designed to simply acquaint the very young student with the election process by conducting a mock election using animals as candidates. Also included is an optional ballot for Governor and Lieutenant Governor of Illinois to coincide with the November 2010 General Election. The second, **Mock Election 2010**, is a fourth through twelfth grade election-education program correlating to the November General Election.

Let's Vote, presented on the following pages, teaches K-3 boys and girls that the vote is their voice in a democracy. They are given an opportunity to experience how campaigning influences the voter; to speak out for the candidates of their choice; to vote on a paper ballot; and to realize the importance of voting in secret. The program brings real-life situations of adulthood into the classroom. It is presented with the understanding that adaptation to the needs and ability level of the class will be necessary for the success of the program.

The materials provided to implement this program include:

1. background information for the teacher,
2. step-by-step procedures for conducting the election,
3. a registration form, application for ballot, polling place signs, a ballot, and
4. a variety of related pupil activities.

All the material in this election-education program is downloadable and may be copied to suit your requirements. We sincerely hope that you find these materials informative and useful. To assist us with future programs, we will appreciate receiving your comments on the included evaluation form.

ILLINOIS STATE BOARD OF ELECTIONS



LET'S VOTE – EVALUATION FORM

Date: _____

Principal's or
Teacher's Name: _____

School Name: _____

Address: _____

Number of Students
Participating: _____

Grade Levels of
Students: _____

To help us evaluate this program, please answer the following:

	Yes	No
Were the concepts teachable?	_____	_____
Did you use the Appendix materials?	_____	_____
Did you include registration as part of the election activities?	_____	_____
Would you conduct a mock election again?	_____	_____
Did you use a ballot supplied by the Board of Elections?	_____	_____

Comments or suggestions:

Return to:

STATE BOARD OF ELECTIONS
1020 South Spring
Springfield, Illinois 62704
Attention: Becky Glazier

bglazier@elections.il.gov



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APPENDIX

FORMS

VOTER REGISTRATION FORM
APPLICATION TO VOTE
TALLY SHEETS
CERTIFICATION OF ELECTION RESULTS

BALLOTS

OFFICIAL SCHOOL BALLOT
OPTIONAL BALLOT FOR PRESIDENT AND VICE PRESIDENT
AND UNITED STATES SENATOR

SIGNS

"VOTE HERE"
"POLLING PLACE"
"BALLOT BOX"

PUZZLE WORKSHEETS

POLLING PLACE MAZE
FIND THE WORDS PUZZLE
ELECTION WORDS CROSSWORD PUZZLE
ANSWER KEY FOR PUZZLES

COLORING BOOK



TEACHER'S BACKGROUND

The first three words of the Preamble to the Constitution of the United States, "We, the people...", is evidence that the power to govern in the United States lies with "the people." This power to govern is exercised, either directly or indirectly, through our right to vote. Voting is our way of making decisions, of speaking out to express our opinion on issues, and of expressing satisfaction or dissatisfaction with public officials.

The methods used to vote are many. The oldest and most common form of voting is the "voice vote." This method was used in the early American colonies in the 1700's and is used today by civic organizations, clubs, and in classrooms. In this method the voter simply responds aloud with the appropriate "aye" or "nay," "yes" or "no" to the issue to be voted upon. This method has one important drawback - it does not provide for secrecy. Voting in secret is necessary to protect the voter from undue influence, persuasion, coercion, and bribery when voting. It protects the voter's right to express his or her own opinion.

The most common method of voting used in Illinois today is derived from the Australian Ballot System. To vote under this system, the voter marks a uniform ballot while alone in a screened booth. If paper ballots are being used, the following security steps are required:

1. The ballots must be uniform in paper quality, size, color, and inking to ensure that one person's ballot cannot be singled out to determine how he or she voted.
2. Ballots are to be printed at public expense and not by private individuals.
3. The names of all candidates for the same office are on the same ballot to ensure that everyone is selecting from the same list of candidates.
4. Official ballots must not be distributed until election day, and then only

distributed in the polling place by the judges of election.

5. There must be absolute secrecy in voting.
6. Only official ballots are counted.

In response to the 2000 presidential election debacle, a landmark election reform bill passed in Congress and requires monumental changes in the way elections are conducted. Our 43rd President signed the Help America Vote Act of 2002 (HAVA) on October 29, 2002 with the intention of improving the administration of elections for Federal office. Illinois then had to enact legislation to comply with the new federal mandates. These mandates included revising the voter registration form, modifying or purchasing accessible voting machines for voters with disabilities, establishing provisional voting guidelines and developing a statewide voter registration database.

With the passage of HAVA the methods of voting in Illinois changed dramatically. There was no mandate to replace punch card voting equipment, but if a jurisdiction chose to continue to use punch card equipment they were required to 1) establish a voter education program that notifies each voter of the effect of casting multiple votes for an office and 2) provide voters with instructions on how to correct the ballot before it is cast and counted. The federal legislation provided funds for election jurisdictions to purchase new voting equipment and discard the punch card systems. All Illinois jurisdictions chose to take advantage of this buyout. HAVA also requires at least one direct recording electronic voting system or other voting system equipped for individuals with disabilities to be provided in each polling place. All election jurisdictions in Illinois now meet this requirement.



TEACHER'S BACKGROUND

MARKING THE BALLOT

A paper ballot has been provided for your use in this election-education program. A vote is cast on such a ballot by darkening the designated area opposite of the name of the individual candidates. The most desirable mark is one which is filled in completely. If the designated area contains some other type of mark that indicates the

clear intent of the voter to vote, including but not limited to any pattern or frequency of marks on other ballot positions from the same ballot sheet, the vote would be valid. Valid marks will be picked up and counted by the scan equipment. Election judges would be required to check for marks that did not completely darken the oval.

Below are valid marks that will be counted.



If there is no mark within the oval, the vote is not counted

Any marks on the ballot that may identify the voter and defeat the secrecy of the ballot are prohibited. The entire ballot will be disqualified and no votes will be counted.

WRITE-IN'S - VOTING FOR CANDIDATES NOT ON THE BALLOT

Any voter may vote for a candidate of his or her choice whose name does not appear on the ballot by writing the name of the candidate on the ballot in the proper place and darkening in the oval. The ballot supplied in this packet intentionally omits the eagle and the rabbit as candidates. These two animals are popular with children and would be excellent suggestions for write-in candidates. A designated group of students could research interesting facts, color and size and then develop a campaign to solicit votes for their candidate.

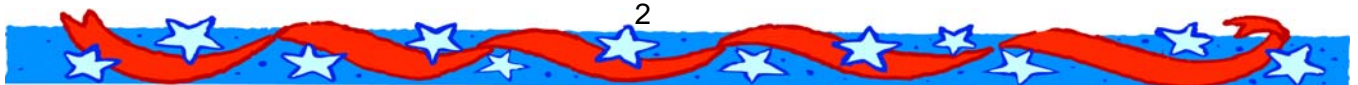
write-in candidate. For a write-in to be counted, the voter must:

1. Write the name of the candidate on the line provided under the appropriate office.
2. Darken in the oval.

It may be worth noting to the students that the write-in candidate must be voted under the proper office; i.e., to vote for the EAGLE as "Favorite Bird" the write-in is executed under that office. In the following example, a vote is cast for "Favorite Dog," POODLE; "Favorite Wild Animal," SQUIRREL; and "Favorite Bird," the write-in candidate EAGLE.

The suggested ballot provided in the program includes a line and an oval for the

○ BULLDOG	○ HUMMINGBIRD	○ OPOSSUM
● POODLE	○ WOODPECKER	● SQUIRREL
○ _____	● Eagle	○ _____
Write-in	Write-in	Write-in



TEACHER'S BACKGROUND

VOTER QUALIFICATIONS

Through the years voter qualifications have varied. In most American colonies only male landowners were permitted to vote. As states were established, each state set the qualifications of the voters in that state. Needless to say, voter qualifications varied from state to state. Women, black citizens, non-landowners, children and illiterates were usually prohibited from voting. It was not until the passage of the 14th Amendment to the Constitution that black men were given the right to vote. Women had to wait until 1920 with passage of the 19th Amendment to be granted this right. The

26th Amendment, passed in 1971, lowered the voting age from 21 to 18 years. Each of these changes came after years of struggle by people who cherished the right to vote.

Illinois law provides that every person who is a citizen of the United States, a resident of a county and the precinct for 30 days, and is at least 18 years old is eligible to vote. However, a person must be registered in order to vote in any election in Illinois. Registration is one method of ensuring that only qualified persons are permitted to vote.

JUDGES OF ELECTION

Election judges are chosen by the County Board or Board of Election Commissioners and confirmed by the circuit court, thus becoming officers of the court during the election. Five judges serve in each precinct and it is their duty to ensure that every person who has the right to vote has

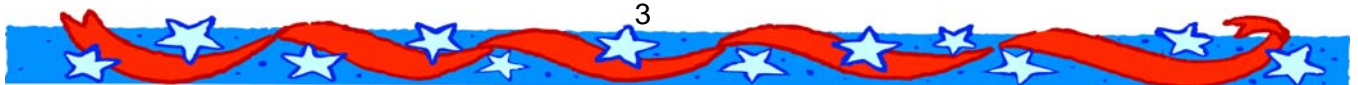
the opportunity and that only qualified persons are permitted to vote. Persons serving as judges of election must possess statutory qualifications that include being of good character, capable and registered to vote. Effective January 1, 2000, legislation was enacted making it possible for seniors in high school, meeting certain statutory requirements, to serve as judges of election.

COUNTING VOTES

Once the votes are cast and the polls are closed, the judges of election count, or tally, the votes. As each vote is read aloud, a

mark is put on the tally sheet after the candidate's name receiving the vote. Tally marks are grouped in sets of five for easy counting.

OFFICE	CANDIDATE	TALLIES				TOTAL NUMBER OF VOTES
		5	10	15	20	
FAVORITE DOG	BULLDOG					11
	COLLIE					17
	BEAGLE					8
	POODLE					19



TEACHER'S BACKGROUND

These tally sheets serve as record of the election and must be certified by each of the judges of election. A tally sheet form especially designed for this election program includes a certification statement and signature lines for the judges. (See **Appendix.**)

This mock election is being voted on paper ballots and hand tallied following closely the statutory requirements for conducting an election on paper. In an actual polling place, optical scan ballots are tabulated on electronic machines. Electronic tabulating systems must be tested and certified by the State Board of Elections prior to sale and use.

CAMPAIGNING

With the right to vote, the voter has a responsibility to become familiar with the qualifications of each candidate. Political campaigning plays an important role in the election process in helping voters learn about the candidates and the issues. However, there may be no political

campaigning, called "electioneering" within the polling place on election day. Electioneering on election day is also prohibited within 100 feet of the polling place. The following comparison charts of the candidates in the proposed election will help you familiarize the students with the candidates.

COMPARISON OF CANDIDATES FOR FAVORITE DOG

CANDIDATE	COLOR	AVERAGE SIZE	INTERESTING FACTS
BEAGLE	smooth coat of white hair with large black and tan patches	13" - 15" high and 18 - 30 pounds	Has long drooping ears and is a hunting dog.
COLLIE	long hair of brown & white, black, white & tan, gray or all white	22" high and 50 - 75 pounds	First bred to care for sheep and helps in farm work.
BULLDOG	smooth, fine, short-haired coat and red, brindle; white; pale yellow or fawn in color.	12" – 16" high and about 50 pounds	This breed is perfect for apartment living.
POODLE	white, black, gray, blue, brown, or apricot	<i>Toy:</i> under 10" <i>Miniature:</i> over 10", under 15" <i>Standard:</i> over 15" and 7 - 55 pounds	Once used as a hunter and has frizzy hair with a top knot.



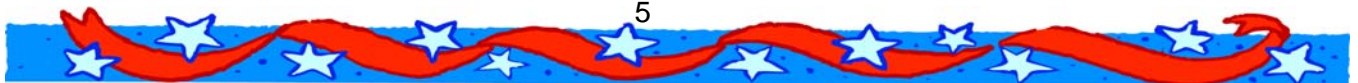
TEACHER'S BACKGROUND

COMPARISON OF CANDIDATES FOR FAVORITE BIRD

CANDIDATE	COLOR	AVERAGE SIZE	FOOD	INTERESTING FACTS
BLUE JAY	blue varied with white	12" long	seeds, fruit, caterpillars, eggs and young of others	Has a loud, harsh voice mixing melodious with rasping shrieks sounding like "thief, thief."
CARDINAL	Male: red with black throat	7" - 9" long	seeds, fruit, insects, and worms	Is also called a "redbird," is a song bird with a clear ringing whistle and is the official bird of Illinois.
HUMMINGBIRD	jeweled colored, metallic green	3" - 4" long	nectar and small insects	Wings move 60 - 70 times per second making a whirring or humming sound from which it gets its name and is able to fly forward, backward, up and down like a helicopter.
WOODPECKER	spotted black and white or brown and black	10" - 20" long	insects and seeds	Bores holes in trees with its chisel-like beak and its long tongue reaches far into holes to eat insects.

COMPARISON OF CANDIDATES FOR FAVORITE WILD ANIMAL

CANDIDATE	COLOR	AVERAGE SIZE	FOOD	NUMBER OF YOUNG	INTERESTING FACTS
FOX	Gray or reddish brown	23" - 27" long with a 14" - 16" tail and 8 - 11 pounds	small animals	3 - 7	Has keen hearing and excellent sense of smell and is considered cunning.
DEER (WHITE TAIL)	red-brown in summer; blue gray in winter	3 1/2' high and 200 pounds	berries, twigs, & vegetables	5 - 20	Can leap 15-20 feet, can run 40 miles per hour, is a member of the only animal family with "antlers."
OPOSSUM	rough grayish white hair	12" - 20" long with a 10" - 21" tail	small animals & vegetables	5 - 20	Female has pouch in which young are carried, pretends to be dead when trapped, and hangs upside down from tree.
SQUIRREL	gray, brown, reddish or black	16" - 24" long and 3/4 - 1 1/2 pounds	nuts, seeds, berries, & birds' eggs	2 - 5	Lives in trees or on the ground, stores nuts and seeds for winter.



TEACHER'S BACKGROUND

THE POLLING PLACE

The election authority, the teacher in this program, is responsible for the selection of the polling place and furnishing it. The judges of election are responsible for

opening and closing the polls, conducting the election, and maintaining order in the polls throughout the day.

OPENING THE POLLS

Voting begins in Illinois elections when the polls are opened at 6:00 a.m. and continues until the polls are closed at 7:00 p.m.

Promptly at 6:00 a.m. a judge of election proclaims that the polls are open.

CLOSING THE POLLS

Thirty minutes before the polls close (6:30 p.m.) a judge announces the polls will close in 30 minutes. Then at 7:00 p.m. a judge announces the polls are closed and

locks the door. However, those persons in line to vote at 7:00 p.m. are allowed to cast a ballot.



RESOURCES

The following links are available for teachers that include information on voting, campaign finance and the election process in general.

ACE Electronic Publication
www.aceproject.org/main/english

Campaign Finance
www.opensecrets.org

Center for Civic Education
www.civiced.org

Center for Voting and Democracy
www.fairvote.org

Common Cause
www.commoncause.org/site

Constitution of the United States
www.archives.gov/exhibits/charters/constitution.html

CSAE: Committee for the Study of the American Electorate
www.gspm.org/csae

Election Assistance Commission
www.EAC.gov

Federal Election Commission
www.FEC.gov

Follow the Money - Information on money in state politics
www.followthemoney.org

History Central
www.multied.com

IDEA: International Institute for Democracy and Electoral Assistance
www.idea.int/
www.idea.int/vt/

International Foundation for Electoral Systems
www.ifes.org

US Census Bureau
www.census.gov/
www.census.gov/population/www/socdemo/voting.html

Voting Rights Act 1965
www.usdoj.gov/crt/voting/intro/intro_b.htm



RESOURCES

Below is suggested curriculum for students depending on the grade level

We suggest that your curriculum include 6 to 12 hours of classroom instruction. We would also suggest you include homework assignments that necessitate dialogue between the students and their parents (or guardians) concerning the voting process and specifically the candidates and propositions to be voted upon at the general election.

Voting Procedures

Students will identify the procedures for voting. Mock Election materials will be used for various grade levels.

Voting History and Laws

Students will identify amendments and selected laws that have expanded the electorate since colonial times.

Students will analyze the historical significance of these acts.

Election Campaigns

Students will analyze the main issues and platforms of the major candidates in local, state and national races.

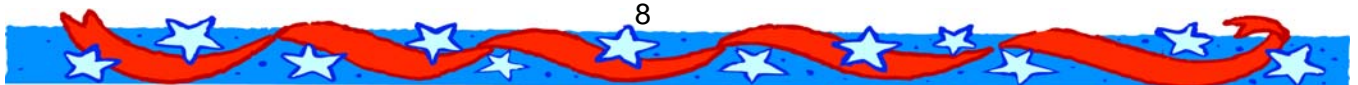
Media Influence

Students will analyze the influence the media has on candidates, issues and the electorate.

Voter Participation

Students will analyze elections to identify the impact of voter registration and participation.

Students will identify rights and responsibilities of voting.



TEACHER'S PROCEDURES

I. PRE-ELECTION DAY PROCEDURES

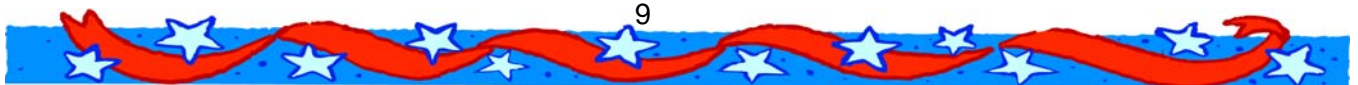
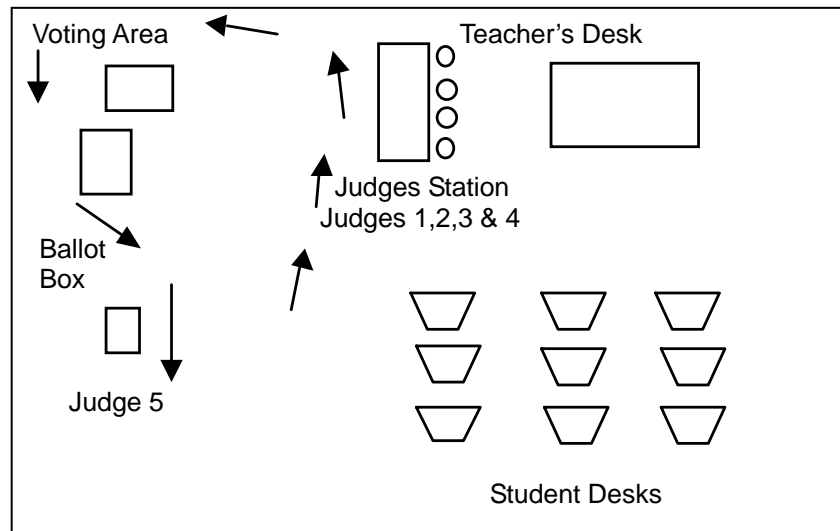
A. **Materials** -- Organize the following in preparation for election day.

1. One ballot per pupil. These may be duplicated from the ballot included in the **Appendix**.
2. Signs to be posted around the polling place, such as "Vote Here," "Polling Place" and "Ballot Box." Duplicate these from the materials included in the **Appendix**.
3. One large box or container with a removable lid to serve as the ballot box. The lid should have a slot in the top large enough to allow casting of the voted ballots.
4. Two desks to serve as voting booths. Cardboard screens may be used to complete the booths. Table and 4 chairs for judges' station where ballots are issued. Small table (or chair) on which to place the ballot box.
5. Pencils to mark the ballots.

B. **Polling Place Arrangement**

1. The voting area should be isolated to ensure the secrecy of the vote.
2. The two stations for voting should face separate walls.

Suggested Arrangement



TEACHER'S PROCEDURES

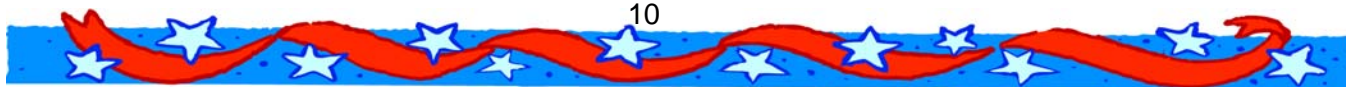
- C. **Voter Qualifications** -- Set voter qualifications for your class. (See **Related Activities I-C**, page 16.)
- D. **Judges of Election** -- It is suggested the teacher appoint the students who will serve as election judges in this program. Depending on the age and maturity of the class, a teacher may expand the duties of the judges to include comparing the signature on the application for ballot to the signature on the registration form.

The following are suggested duties of judges of election:

1. Announce the opening of the polls.
2. Compare signatures to registration form and determine voter eligibility.
3. Issue ballots.
 - a) A judge initials the ballot to make it official before handing it to the voter.
4. Cast folded ballots into Ballot Box.
5. Announce closing of the polls.
6. Tally the votes.

E. **Voting Instructions**

1. Acquaint the boys and girls with the ballot. Explain that they should vote for (a) their favorite dog, (b) their favorite bird, and (c) their favorite wild animal.
2. Show the class how to mark the ballot by darkening the oval in front of their selection. Explain that only correctly marked votes will be counted. (See **Teachers Background**, page 3.)
3. Explain where to write-in the name of the candidate of their choice. (See **Teachers Background**, pages 3 & 4.)
4. Emphasize that each voter may vote for only one candidate in each group and the consequences of voting for more than one creates an overvote and neither will be counted.
5. After the ballot is marked, explain that it must be folded to ensure secrecy and handed to the judge of election to be inserted into the ballot box.
6. Discuss the importance of secrecy of the ballot and how identifying marks defeat the purpose of secrecy. Explain that such marks will disqualify the ballot so that none of its votes will count.



TEACHER'S PROCEDURES

ELECTION DAY PROCEDURES

A. Conducting the Election

1. At the given time a judge of election announces that the polls are now open and shows the class that the ballot box is empty.
2. As the class is engaged in other election related activities, each student approaches the judges' station to request a ballot.

Step 1.

The voter receives an Application to Vote from judge "1." A suitable application form is supplied in the **Appendix**.

Step 2

The voter signs the application and returns it to judge "1."

Step 3

Judge "1" reads the name aloud and passes the application to judges "2" and "3."

Step 4

Judges "2" and "3" locate the voter's registration form and compare the signatures. If the signatures match, either judge "2" or "3" initials the application and passes it to judge "4."

Step 5

Judge "4" initials a ballot and hands it to the voter. Judge "4" retains the application and stacks it neatly with those of previous voters.

Step 6

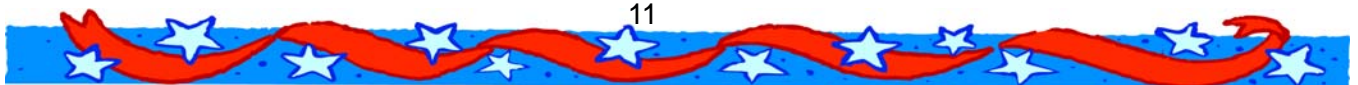
Voter takes his ballot to a voting booth where he marks it in secret.

Step 7

Voter folds his ballot and takes it to judge "5" who drops it in the ballot box.

B. Closing the Polling Place

1. After all qualified voters have voted, a judge of election announces that the polls are closed.
2. Two judges open the ballot box, unfold the ballots, and read aloud the properly marked ballots.
3. The remaining three judges, each with his/her own Tally Sheet and with the class looking on if practical, tally the votes on the Tally Sheet form. (See **Appendix** and **Teacher's Background**, page 5.)
4. All five judges of election sign the Certification of Election Results sheet and the winners of the election are announced. (See **Appendix**.)



TEACHER'S PROCEDURES

I. PRE-ELECTION DAY ACTIVITIES

A. **Vocabulary Activities** -- To encourage the boys and girls to learn and to use election-related words.

1. Encourage the boys and girls to explain the meaning of the following terms in their own words:

VOTE -- *a choice expressed by written ballot, voice, show of hands, etc.*

VOTER -- *a person who votes.*

QUALIFICATIONS TO VOTE -- *requirements people must meet before being allowed to vote.*

BALLOT -- *list of candidates' names.*

CAST A BALLOT - *vote.*

BALLOT BOX -- *container where ballots are placed after voting.*

ELECT -- *choose.*

ELECTION -- *process of choosing a candidate by voting.*

POLLS or POLLING PLACE -- *place where election is held.*

VOTING BOOTH -- *enclosure where voters can vote in secret.*

CANDIDATE -- *person who seeks to be elected.*

REGISTRATION -- *act of making a record of person's qualifications to vote.*

CAMPAIGN -- *effort to gain votes for a candidate.*

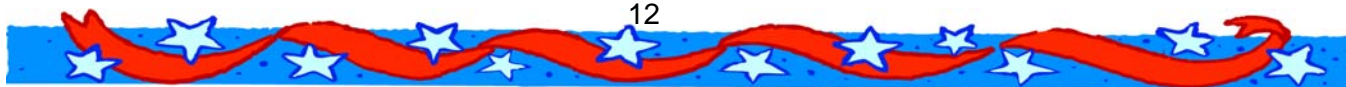
TALLY -- *mark which is used to keep score when counting the votes.*

WRITE-IN VOTE -- *a vote cast for a candidate not appearing on the ballot but written on the ballot by the voter.*

2. Have the boys and girls use each of the above election-related terms in a sentence.

B. **Campaign Activities** -- To help the boys and girls learn about the candidates and make informed choices.

1. Have the boys and girls discuss words which describe:
 - a) how the candidates move about;
 - b) the sounds the candidates make;
 - c) how the candidates might feel when touched; and
 - d) the size of the candidates.
2. Have the boys and girls discuss the ways each of the candidates might help man.



TEACHER'S PROCEDURES

3. Have the students discuss the special characteristics of the animals and how these characteristics help the animals live.
 4. Encourage each pupil to compare the candidates and to select his or her favorite in each category. Stress the importance of knowing about each candidate before choosing a favorite.
 5. Some children may wish to select other animals or birds found in Illinois but are not on the ballot. Encourage these children to learn about these animals and birds; where they live, what they eat and something special about them. One or more of these could become write-in candidates.
 6. Explain the purpose of campaigning to the children. Have the boys and girls divide into groups to form campaign committees for the candidates of their choice. Each committee may draw and cut out figures representing their candidates to wear as campaign buttons.
 7. Have the children, or the campaign committees, make clay figures of their candidates to display in the classroom.
 8. Have the students draw and color pictures of their favorite candidates or color pictures from the **Coloring Book of Candidates**. (The coloring book may be accessed through the "link" found on the appendix page.) As an alternative the students may look for pictures in magazines or on the Internet. Use the pictures to make posters promoting their candidates. Hang these in the classroom until election day. On election day have the children remove all campaign materials. Point out that electioneering within the polling place on election day is against the law.
 9. Allow each child to tell why he or she thinks his/her favorite is the best and to try to convince others to vote for the same candidate.
- C. **Voter Qualifications Activities** -- To acquaint the boys and girls with the concept of "voter qualifications."
1. Discuss voter qualifications for general elections (See **Teacher's Background**, page 4.) Then encourage the children to talk about the voter qualifications for their election as outlined on the Registration Form sheet found in the **Appendix**. Conduct a registration day as a class activity. The completed registration forms may be used on election day to verify applicant's qualifications to vote.
 2. Discuss the importance of knowing for sure that a person is qualified to vote in their election before being allowed to vote. Point out that registration serves this purpose.
 3. Ask the children to determine the year in which they will be old enough to vote. Point out that a voter must be at least 18 years old.
- D. **Voting Procedure Activities** -- to prepare the boys and girls for voting.
1. Discuss with the pupils some of the voting methods they might have already used, such as the voice vote or a show of hands. Ask them to tell about times when they voted.



RELATED ACTIVITIES

2. With the help of the class decide the location of the voting area within the classroom. Stress the importance of voting in secret. Also point out the importance of placing the ballot box where it can be seen by everyone at all times.
3. Have the children make badges for the “Judges of Election” to be worn on election day.
4. Conduct a training session for the class on the duties of election judges and the voter’s procedures for obtaining and voting a ballot.

II. ELECTION DAY ACTIVITIES

- A. **Preparation Activities** -- to allow the children to assume responsibility for the conduct of the election.
 1. Have the boys and girls help arrange the polling place.
 2. Have the boys and girls hang the “Polling Place,” “Vote Here,” and “Ballot Box” signs in appropriate places in the polling place.
- B. **Reinforcement Activities** -- to reinforce the children’s election vocabulary and election knowledge.
 1. Duplicate the enclosed appropriate puzzle worksheets. Distribute these to the boys and girls to work on at their desks while the voting proceeds.
 2. Have the children tell or write why voting is important.
 3. Encourage the boys and girls to discuss why secrecy in voting is important. Have them point out what steps were taken in their election to make certain that the voting was in secret.





APPENDIX

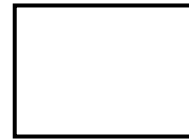


Application to Vote

_____, 20____
Date of Election

I hereby certify that I am registered and am qualified to vote in this election.

Signature of Voter



Judge's Initials

Tally Sheet for "Let's Vote"

OFFICE

CANDIDATE

TALLIES

**TOTAL NUMBER
OF VOTES**

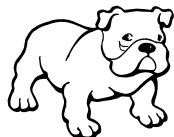
FAVORITE DOG



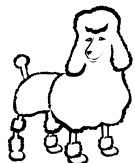
BEAGLE



COLLIE



BULLDOG



POODLE

WRITE-IN

5	10	15	20	25	30

Tally Sheet for "Let's Vote"

OFFICE

CANDIDATE

TALLIES

**TOTAL NUMBER
OF VOTES**

FAVORITE BIRD



BLUEJAY



CARDINAL



HUMMINGBIRD



WOODPECKER

WRITE-IN

5	10	15	20	25	30

Tally Sheet for "Let's Vote"

OFFICE

CANDIDATE

TALLIES

**TOTAL NUMBER
OF VOTES**

**FAVORITE WILD
ANIMAL**



FOX



DEER



OPOSSUM



SQUIRREL

WRITE-IN

5	10	15	20	25	30

Certification of Election Results

We, the Judges of Election for Let's Vote, _____
_____, 20_____, do hereby certify that the totals for each
candidate on the Tally Sheet are true and correct to the best of our ability.

Judge of Election

Judge of Election

Judge of Election

Judge of Election

Judge of Election

OFFICIAL SCHOOL BALLOT

FOR FAVORITE DOG (Vote for one)

BEAGLE



COLLIE



BULLDOG



POODLE



Write-in _____

FOR FAVORITE BIRD (Vote for one)

BLUE JAY



CARDINAL



HUMMINGBIRD



WOODPECKER



Write-in _____

FOR FAVORITE WILD ANIMAL (Vote for one)

FOX



WHITE TAIL DEER



OPPOSSUM



SQUIRREL



Write-in _____

Judge's Initials

**OFFICIAL SCHOOL BALLOT
MOCK ELECTION
NOVEMBER 2, 2010**

Name of School

Signature of Election Authority

**FOR GOVERNOR AND
LIEUTENANT GOVERNOR**
(Vote for one)

**Bill Brady
Jason Plummer**
Republican

**Pat Quinn
Sheila Simon**
Democratic

**Rich Whitney
Don Crawford**
Green

**Lex Green
Ed Rutledge**
Libertarian

**Scott Lee Cohen
Baxter B. Swilley**
Independent

Write-in

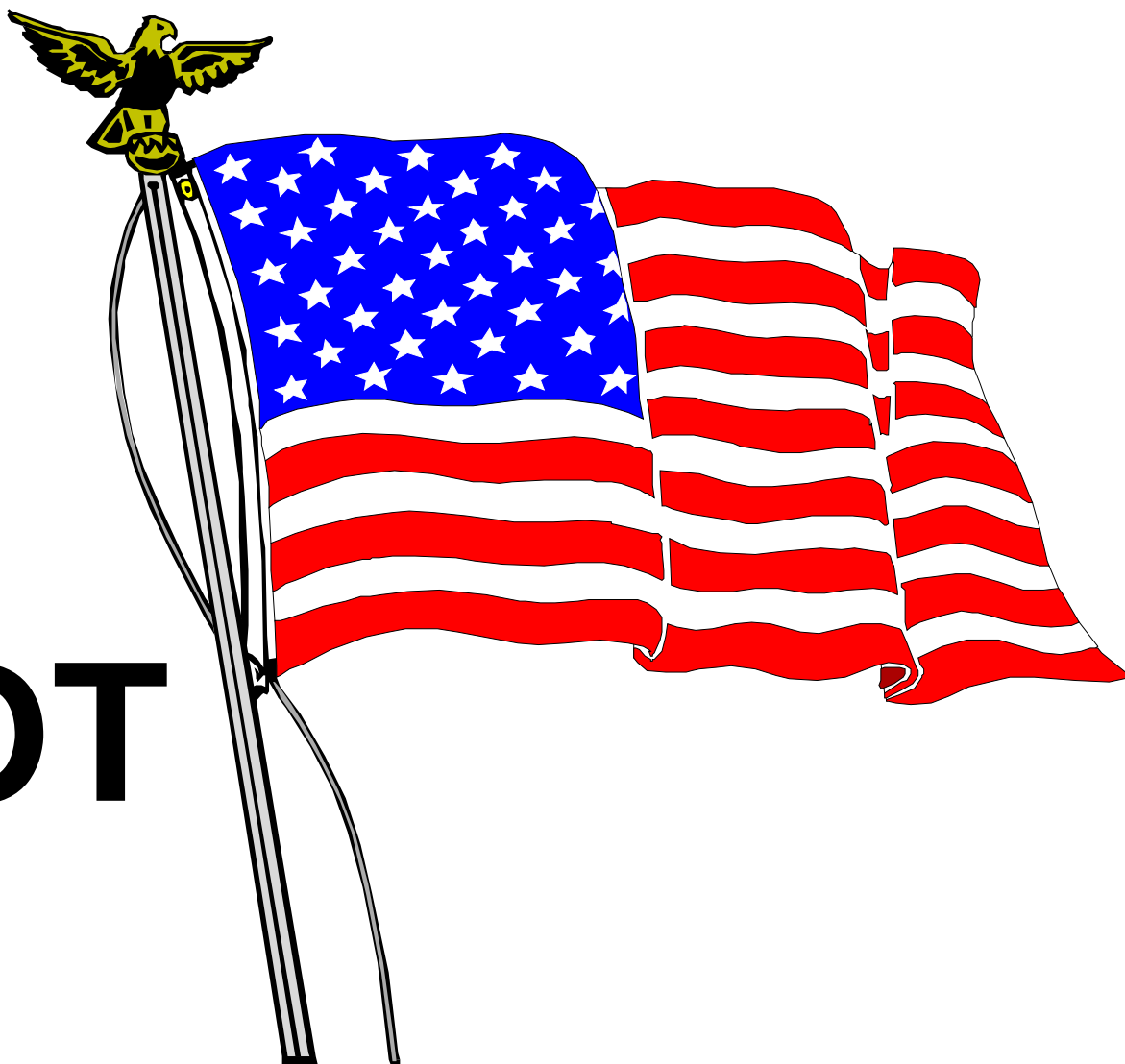
Classroom _____



**VOTE
HERE**

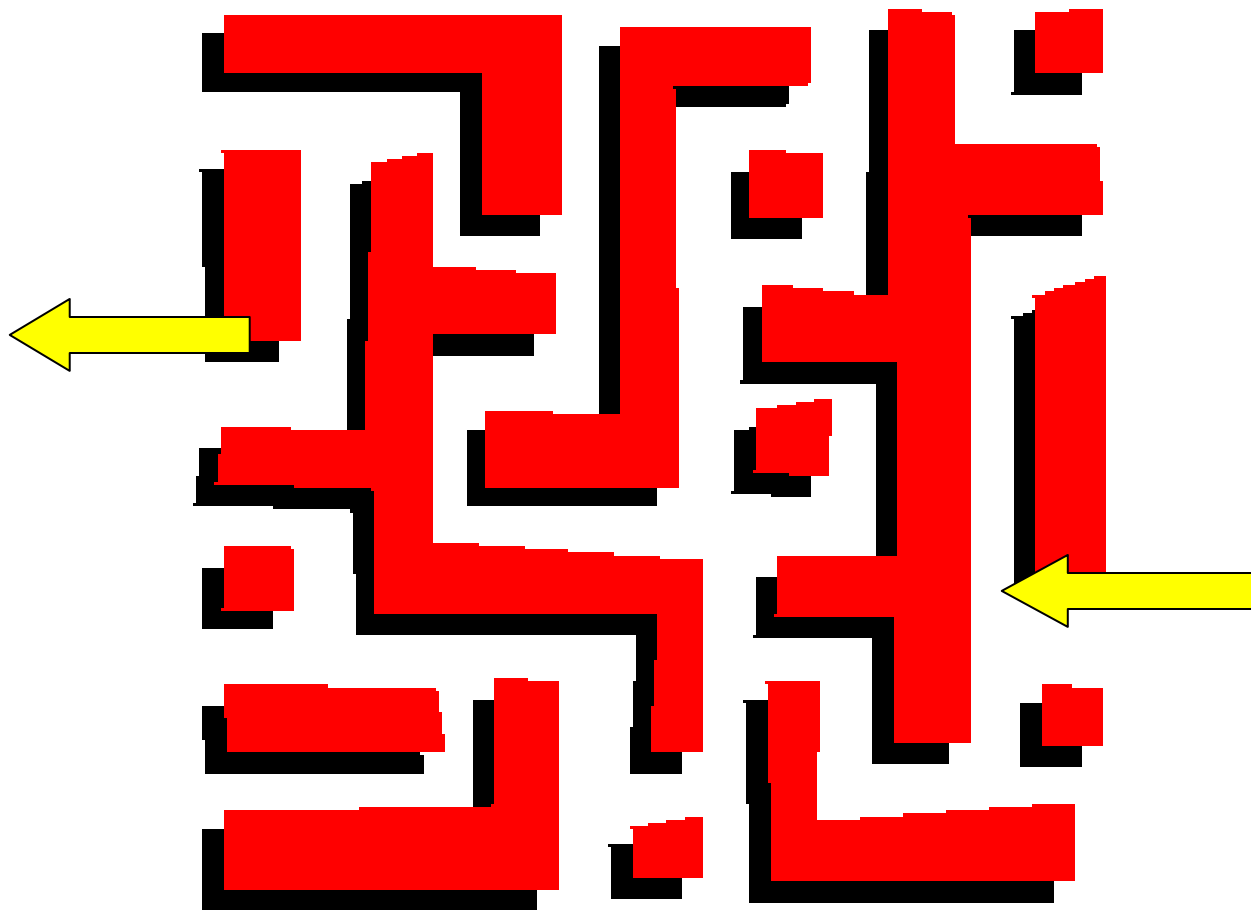


POLLING PLACE



BALLOT BOX

FIND THE WAY TO THE POLLING PLACE



FIND THE WORDS

C	V	O	T	E	R	E	Z
E	P	O	L	L	S	T	S
N	G	I	A	P	M	A	C
Y	E	D	E	C	T	D	O
L	R	M	U	H	A	I	L
L	T	B	A	J	L	D	X
A	E	L	E	C	T	N	O
T	O	L	L	A	B	A	B
E	T	S	A	X	A	C	Q

1. BALLOT

2. TALLY

3. ELECT

4. POLLS

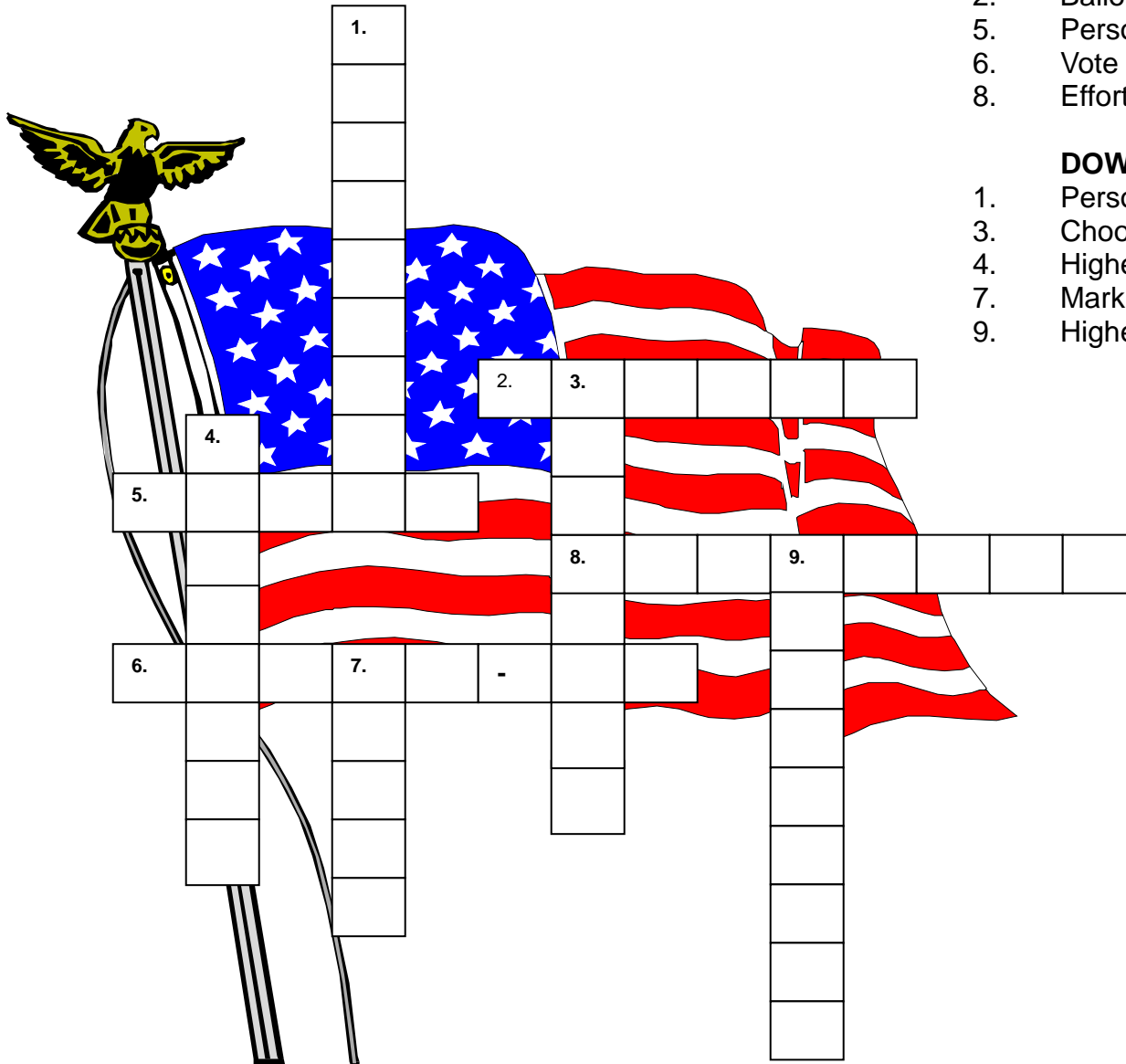
5. VOTER

6. CANDIDATE

7. JUDGE

8. CAMPAIGN

ELECTION WORDS CROSSWORD PUZZLE



ACROSS

2. Ballots are marked in _____
5. Person who votes
6. Vote for candidate not on the ballot
8. Effort to gain votes for candidate

DOWN

1. Person who seeks to be elected
3. Choosing candidates by voting
4. Highest elected office in the state
7. Mark used in counting votes
9. Highest elected office in the United States

Answers:

**Write-in
Secret
President
Tally
Election
Voter
Campaign
Candidate
Governor**

