Let's Vote!

Mock Election Program for Grades K-3
August 2016

My Favorite Color Star

[Red Star] [Black Star] [Blue Star]
On behalf of the members of the Illinois State Board of Elections, it is our 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 our 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.

Charles W. Scholz, Chairman
Steven S. Sandvoss, Executive Director
Illinois State Board of Elections
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 President and Vice President of the United States to coincide with the November 2016 General Election. The second, Mock Election 2016, 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
Date: ____________________________________________

Principal’s or Teacher’s Name: ____________________________________________
Number of Students Participating: ______________________

School Name: ____________________________________________
Grade Levels of Students: ______________________

Address: ____________________________________________

__________________________________________________________

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

Were the concepts teachable? Yes No

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
2329 S. MacArthur Boulevard
Springfield, Illinois 62704
Attention: Becky Glazier

bglazier@elections.il.gov
# TABLE OF CONTENTS

**TEACHER'S BACKGROUND INFORMATION**
- BACKGROUND OF ELECTIONS .......................................................... 1
- MARKING THE BALLOT ..................................................................... 2
- VOTING FOR CANDIDATES NOT ON THE BALLOT ............................ 2
- VOTER QUALIFICATIONS .................................................................. 3
- JUDGES OF ELECTION ...................................................................... 3
- COUNTING VOTES ........................................................................... 3
- CAMPAIGNING ................................................................................ 4
- CANDIDATE COMPARISON CHARTS .......................... 4-5
- THE POLLING PLACE ....................................................................... 6
- OPENING THE POLLS ..................................................................... 6
- CLOSING THE POLLS ..................................................................... 6
- RESOURCES .................................................................................... 7-8

**TEACHER'S PROCEDURES**
**PRE-ELECTION DAY PROCEDURES**
- MATERIALS ................................................................................... 9
- POLLING PLACE ARRANGEMENT .................................................... 9
- VOTER QUALIFICATIONS .................................................................. 10
- JUDGES OF ELECTION ..................................................................... 10
- VOTING INSTRUCTIONS .................................................................. 10

**ELECTION DAY PROCEDURES**
- CONDUCTING THE ELECTION ........................................................... 11
- CLOSING THE POLLING PLACE ....................................................... 11

**RELATED ACTIVITIES**
**PRE-ELECTION DAY ACTIVITIES**
- VOCABULARY ACTIVITIES ............................................................... 12
- CAMPAIGN ACTIVITIES .................................................................. 12
- VOTER QUALIFICATION ACTIVITIES ............................................. 13
- VOTING PROCEDURE ACTIVITIES .................................................. 13

**ELECTION DAY ACTIVITIES**
- PREPARATION ACTIVITIES ............................................................. 14
- REINFORCEMENT ACTIVITIES ......................................................... 14
FORMS
  VOTER REGISTRATION FORM
  VOTER REGISTRATION CARD
  APPLICATION TO VOTE
  TALLY SHEETS
  CERTIFICATION OF ELECTION RESULTS

BALLOTS
  OFFICIAL SCHOOL BALLOT
  OPTIONAL BALLOT FOR GOVERNOR/LIEUTENANT GOVERNOR

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
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 the early voting period beings and through election day, and then only in select locations.
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 required 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. In response, Illinois enacted 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 meet this requirement.
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 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.

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 parrot and the tiger 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.

The suggested ballot provided in the program includes a line and an oval for the 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 PARROT as “Favorite Bird” the write-in is executed under that office. In the following example, a vote is cast for “Favorite Zoo Animal,” ELEPHANT; “Favorite Wild Animal,” SQUIRREL; “Favorite Bird,” the write-in candidate PARROT.
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 by election day 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. High school juniors and seniors who meet certain statutory requirements may 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.

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>CANDIDATE</th>
<th>TALLIES</th>
<th>TOTAL NUMBER OF VOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAVORITE ZOO ANIMAL</td>
<td>ALLIGATOR</td>
<td>//\</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>ELEPHANT</td>
<td>/////</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>GIRAFFE</td>
<td>///</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>MONKEY</td>
<td>//////</td>
<td>19</td>
</tr>
</tbody>
</table>
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 ZOO ANIMAL**

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>DESCRIPTION</th>
<th>AVERAGE SIZE</th>
<th>INTERESTING FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALLIGATOR</td>
<td>Black Armor (flat tail)</td>
<td>8.2’ - 11.2’ long</td>
<td>Can go through 2,000 to 3,000 teeth in a lifetime.</td>
</tr>
<tr>
<td>ELEPHANT</td>
<td>Light to dark gray (skin with tiny hairs located on the body)</td>
<td>8.9’ – 11’ high</td>
<td>Able to suck up to 14 liters of water at a time through its trunk and then blow it straight into its mouth.</td>
</tr>
<tr>
<td>GIRAFFE</td>
<td>Light hair (orange, chestnut brown or nearly black)</td>
<td>8.9’ – 11’ high</td>
<td>Tallest mammal in the world, with even new-born babies being taller than most humans.</td>
</tr>
<tr>
<td>MONKEY</td>
<td>Over 260 species – various shapes, sizes and color</td>
<td>5” – 3’ high</td>
<td>They don’t eat just bananas. They also eat nuts, fruits, seeds and flowers.</td>
</tr>
</tbody>
</table>
# TEACHER’S BACKGROUND

## COMPARISON OF CANDIDATES FOR FAVORITE BIRD

<table>
<thead>
<tr>
<th>CANDIDATE</th>
<th>DESCRIPTION</th>
<th>AVERAGE SIZE</th>
<th>FOOD</th>
<th>INTERESTING FACTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>FLAMINGO</td>
<td>Varied with shades of pink to crimson red</td>
<td>3.3’ – 4.6’ tall 2.6 – 8.8 pounds</td>
<td>shrimp, algae, crustaceans</td>
<td>Color of their feathers are a result of the food they eat. When they eat their head is positioned upside down.</td>
</tr>
<tr>
<td>OSTRICH</td>
<td>Males – black and white Females and young – grayish, brownish and white</td>
<td>5.6’ – 9.9’ tall 220 – 250 pounds</td>
<td>plants, roots, and seeds but will also eat insects, lizards,</td>
<td>Has the largest eye of any land animal, measuring almost 2 inches, allowing predators such as lions to be seen at long distances.</td>
</tr>
<tr>
<td>PEACOCK</td>
<td>colorful &quot;eye&quot; markings of blue, gold, red, and other hues</td>
<td>2.1’ – 9.8’ tall 8.5 – 13 pounds</td>
<td>Eats insects, arthropods, amphibians, flowers, seeds</td>
<td>Male peafowl is called peacock while female is called peahen.</td>
</tr>
<tr>
<td>TOUCAN</td>
<td>Feathers are generally black with touches of white, yellow or scarlet, with a colorful beak</td>
<td>11.5” - 29” tall 4.6 oz. - 1.5 pounds</td>
<td>Eats fruit, insects, frogs, reptiles, occasional eggs of other birds</td>
<td>They are not good at flying and mainly travel among trees by hopping. When they do fly, they flap their wings vigorously and glide, traveling only short distances.</td>
</tr>
</tbody>
</table>

## COMPARISON OF CANDIDATES FOR FAVORITE WILD ANIMAL

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

Election Assistance Commission
www.EAC.gov

Federal Election Commission
www.FEC.gov

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

National Student/Parent Mock Election
www.nationalmockeelection.org

US Census Bureau
www.census.gov/
www.topics/public-sector/voting.html

Voting Rights Act 1965
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.

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.
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
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 zoo animal, (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.
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.)
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 mankind.
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. 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
## REGISTRATION FORM

**Your name**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Year in school</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>K 1 2 3</td>
</tr>
</tbody>
</table>

**Date of Birth: Month Day Year**  **Sex (Circle One)**  **Teacher’s Name**

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>F</th>
</tr>
</thead>
</table>

---

**Signature of Voter**
<table>
<thead>
<tr>
<th>Voter’s Certificate of Registration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Issued by ___________ School</td>
</tr>
<tr>
<td>Date of issue: _______ Precinct:</td>
</tr>
<tr>
<td>Classroom: ___________ Polling Place:____</td>
</tr>
<tr>
<td>Signature: ___________________________</td>
</tr>
</tbody>
</table>

Thank you to Ms. Wendt, Parkview School, for providing her classroom’s addition of the voter registration card to our program.
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”

<table>
<thead>
<tr>
<th>OFFICE</th>
<th>CANDIDATE</th>
<th>TALLIES</th>
<th>TOTAL NUMBER OF VOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FAVORITE ZOO ANIMAL</td>
<td>ALLIGATOR</td>
<td>5</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>ELEPHANT</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>GIRAFFE</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MONKEY</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WRITE-IN</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>
# Tally Sheet for “Let’s Vote”

<table>
<thead>
<tr>
<th>FAVORITE BIRD</th>
<th>OFFICE</th>
<th>CANDIDATE</th>
<th>TALLIES</th>
<th>TOTAL NUMBER OF VOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>FLAMINGO</td>
<td>5 10 15</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OSTRICH</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PEACOCK</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>TOUCAN</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WRITE-IN</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- FLAMINGO
- OSTRICH
- PEACOCK
- TOUCAN
- WRITE-IN
## Tally Sheet for “Let’s Vote”

<table>
<thead>
<tr>
<th>FAVORITE WILD ANIMAL</th>
<th>OFFICE</th>
<th>CANDIDATE</th>
<th>TALLIES</th>
<th>TOTAL NUMBER OF VOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOX</td>
<td></td>
<td></td>
<td>5 10 15</td>
<td></td>
</tr>
<tr>
<td>DEER</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPOSSUM</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SQUIRREL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WRITE-IN</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Certification of Election Results

We, the Judges of Election for Let’s Vote, __________________________ __________________________, 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 ZOO ANIMAL
(Vote for one)

- ALLIGATOR
- ELEPHANT
- GIRAFFE
- MONKEY
Write-in

FOR FAVORITE BIRD
(Vote for one)

- FLAMINGO
- OSTRICH
- PEACOCK
- TOUCAN
Write-in

FOR FAVORITE WILD ANIMAL
(Vote for one)

- FOX
- WHITE TAIL DEER
- OPOSSUM
- SQUIRREL
Write-in

Judge’s Initials
OFFICIAL SCHOOL BALLOT
MOCK ELECTION
NOVEMBER 8, 2016

____________________________  ___________________________
Name of School                                      Signature of Election Authority

FOR PRESIDENT
AND VICE PRESIDENT
(Vote for one)

☐ Hillary Rodham Clinton
   Timothy Michael Kaine
   Democratic

☐ Donald J. Trump
   Michael Pence
   Republican

☐ Jill Stein
   William P. Kreml
   Green

☐ Gary Johnson
   Bill Weld
   Libertarian

☐ Write-in

Classroom __________________________
VOTE HERE
BALLOT BOX
FIND THE WAY TO THE POLLING PLACE
FIND THE WORDS

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
ANSWER KEY FOR PUZZLES

FIND THE WORD PUZZLE

C V O T E R

E P O L L 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

ELECTION WORDS CROSSWORD PUZZLE

1C

A

N

D

I

D

A

L

T

E

R

E

T

2S

3E

C

R

E

T

4G

T

L

E

5V

O T E R

V

E

T

R

6W

R I

7T E - I N

N A O S

O L N I

R L D

Y E N T