2020
High School
Curriculum Guide

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Grade Level High School

Lesson 1: *Why Vote?*

INTRODUCTION / MAIN IDEA

In this lesson, students will examine reasons why people do and do not vote. After studying both positive and negative ideas, students will develop lists of reasons why it is important to vote.

INDIANA ACADEMIC STANDARDS

USG.1.1, USG.2.8, USG.3.13, USG.5.3, USG.5.6, USG.5.7, USG.5.8, USH.8.7

OBJECTIVES

As a result of this lesson, students will be able to:

1. List specific reasons why people vote and why people don't vote.
2. List specific conclusive personal reasons that would motivate them to vote.
3. List specific cases where one vote made a difference.

MATERIALS NEEDED

Handouts — "Why People Vote," "Why People Don't Vote" and "Each Vote Does Make a Difference"; over-head/newsprint

STRATEGIES / ACTIVITIES

1. Emphasis should be placed on the fact that not everyone who is eligible to vote exercises the right to vote. This lesson will examine why people do and do not vote.
2. Ask students to vote on an issue that is of importance to them. For demonstration purposes, designate students who cannot participate in the voting for reasons such as not having a drivers license, receiving detention or not having lived in the state for more than one year. This activity informs students about the importance to vote and how some people are not allowed to vote. Ask students how they felt when they were excluded from the voting process.
3. Ask students why people vote and why they do not vote. Write answers on overhead or newsprint in two columns.
4. Distribute copies of the handout "Why People Vote." Discuss the reasons and compare those reasons listed by the class. Ask the following questions:
   a. Which reasons were listed during the class discussion? Which were not mentioned? Why were reasons listed and why were some left out?
   b. Which people on the handout state a valid reason for voting?
   c. Rank the statements that appeal to you to be the most valid. Ranking can be compared with a tally of the class.
5. Distribute copies of the handout "Why People Don't Vote." Discuss the handout, perhaps in small groups, by asking the following questions:
   a. Which reasons were listed during the class discussion? Which were not mentioned? Why were some left out?

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  b. Which person on the handout states the least important reason for not voting? Why is this reason
   least valid?

  c. Rank the statements in the order that appeal to you to be the most valid reasons why people don't
   vote. Ranking can be compared with class tally.

6. Point out to students John's statement from the handout that, "One person's vote really won't make a
   difference." Ask students if they agree or disagree with John's statement, and why? After a brief class
   discussion, have students read the handout "Each Vote Does Make a Difference." Discuss with the
   following questions:

   a. What would have been different if a few more voters in Illinois had voted for Nixon in 1960?

   b. How did Henry Shoemaker, a farmhand in DeKalb County, influence American history?

   c. Can you ever be sure that your vote won't have the impact of changing the outcome of an an election?
    How does this affect your thoughts about voting?

EVALUATION

Have students write on : "My Thoughts About Exercising The Right to Vote." Have some volunteers share
their paragraphs with the class.

Critical Thinking: Should convicted felons be allowed the right to vote? Have your students give some pros
and cons to allowing convicted felons the right to vote.

Why People Vote

JACK: My vote can help decide the election, especially if it is close.

BILL: It is my duty as an American to vote.

SUE: I want to do all I can to help the candidates that I favor.

JAN: I enjoy participating in elections.

TOM: Voting is not the most important part of politics because it happens only every few years. But it still plays a part in deciding what happens in this country.

ALICE: The right to vote is our most important freedom. If we don't practice our freedoms, we may lose them.

TED: My friends asked me to vote for someone they want to win, so I said I would.

JUAN: Even if I don't vote, someone will still be elected who will do things that affect me. I'd rather vote and have a say in who that person will be.

DEBBIE: If I don't vote, I don't feel that I have the right to criticize elected officials and policies that are made.

Why People Don't Vote

TINA: Candidates say one thing and then do something else.

LARRY: It doesn't matter who is elected because things never seem to work out right anyhow.

JUNE: All candidates seem pretty much the same.

HANK: It is hard to find good, unbiased information about the candidates.

JOHN: One person's vote really won't make any difference.

MARY: I don't feel qualified to vote.

SALLY: I can't get to the polls during voting hours.

CHUCK: I don't want people to know my party affiliation. (Primary elections)

Each Vote Does Make a Difference

All those with a "my-vote-makes-no-difference" attitude should read this page carefully. On the national, state, or local level, many elections have been won or lost by only a few votes. One vote can often make a difference in a close race. Here are some examples from recent and not-so-recent history.

John Kennedy won the popular vote in 1960 by an average of less than one vote per election district. One voter in each precinct could have changed the election in Illinois, giving Kennedy's 26 electoral votes to Nixon and consequently electing him president.

In 1974, New Hampshire had one of the closest and most contested elections in recent history. In the senatorial race, Republican Louis Wyman appeared to be the winner by 542 votes. But after a recount, Democrat John Durkin was certified the winner by 10 votes. Still later, the decision was reversed and Wyman was declared the winner by two votes. After a year of court battles and controversy in Congress, a special election was held, in which Durkin won, 140,273 votes to Wyman's 113,004 votes.

The following quote from a history of the Indiana General Assembly illustrates the difference that one vote can make:

> "The one vote of a DeKalb County farmhand in an election contest for state representative in 1842, started a chain reaction of events that are classic in illustrating the importance of a single vote."

The ballot of the farmhand, Henry Shoemaker, gave a majority of one to a candidate for the House of Representatives, Madison Marsh. A tie vote of 360 to 360 between Marsh and his opponent had been declared by the local canvassing board, which rejected Shoemaker's vote. But the House's Committee on Elections allowed the vote, finding that Shoemaker had improvised his own paper ballot but was justified in doing so because poll officials had claimed they had no ballots containing Marsh's name.

The one-vote margin was to be repeated in the next election. It was the vote of the General Assembly in a three-way race for the naming of a U.S. senator. The incumbent Whig senator, Oliver H. Smith, was seeking re-election, but in numerous ballots by the state legislators he could not rise above 75 votes – one short of the required 76.

On the sixth ballot, the number 76 was reached by an opponent, Democrat Edward A. Hannegan. Representative Marsh, himself a victor by one vote, gave Hannegan his winning margin.

In Washington in 1846, there was intense Senate debate about serious trouble between the United States and Mexico. A decision on whether a state of war should be declared was considered urgent, and sentiment in the Senate appeared evenly divided.

A caucus of Democratic senators, who composed the majority, was called to determine a course of action. The vote was a tie, but Indiana's Senator Hannegan was absent. Summoned to the caucus, Hannegan promptly cast his "aye" vote, breaking the tie. Then the full Senate passed the declaration that a state of war existed with Mexico.

Thus, a link had been drawn involving three instances of one-vote majorities leading from an Indiana House district contest to the U.S. Senate's declaration of war.[1]

[1]*Session Sketches, A Collection of Historical Articles Telling the Heritage of Today's 100th Indiana General Assembly Meeting in 1977 and 1978,* edited by James E. Farmer. Published by the Select Committee on the Centennial History of the Indiana General Assembly, January 1978. pp. 22-24.

Adapted from *"Teaching About Elections in Indiana Schools"* Indiana Department of Education, 1984 and 1992. (out of print)

Grade Level High School

Lesson 2: *Who Can Vote?*

INTRODUCTION / MAIN IDEA

Students should be thoroughly familiar with the requirements for voter registration in Indiana. Their understanding of the registration process is fundamental to their participation as voters. This lesson will introduce them to registration rules and will allow them to apply those rules in fictitious cases that represent common situations.

INDIANA ACADEMIC STANDARDS

USG.5.2, USG.5.7, USG.5.8

OBJECTIVES

As result of this lesson, students will be able to:
1. Describe how citizens register to vote.
2. Describe who is eligible to register.
3. Apply registration rules to specific individual cases.

MATERIALS NEEDED

Handouts – "Am I Registered?" and "Voting in Indiana"
2016 Indiana Voter Guide:
         http://www.in.gov/sos/elections/files/2016_Indiana_Voter_Information_Guide.pdf
For information on the Indiana Voter ID law: http://www.in.gov/sos/elections/2401.htm

STRATEGIES / ACTIVITIES

1. This lesson explores the question of who can vote in two time periods: the 1790s and 2000s. Ask all students to stand to recreate an election in the first decade of our constitutional government, the 1790s.
2. After they are all standing, express regret that some will not be able to participate in the election because they are not eligible.
   Ask the following to sit down:
   a. Anyone who has not lived in the same place for at least a year. (1970 law abolished residency requirements of more than 30 days.)
   b. Anyone who cannot pass a literacy test. (The 1970 Voter Rights Act abolished literacy tests.)
   c. Anyone who does not have $2. (The 24th Amendment, 1964, abolished the poll tax that many states had required.)
   d. Anyone who is not male. (The 19th Amendment, 1920, gave women the right to vote.)
   e. Anyone who is not white. (The 15th Amendment, 1870, ended denial of suffrage to men based on race.)
   f. Anyone who is not 21. (The 26th Amendment, 1971, gave citizens over 18 the right to vote.)
   g. Anyone who does not have a photo ID (Public Law 109-2005 requires Indiana residents to present a photo ID before casting a ballot at the polls on Election Day.)

3. No one should be left standing. The point should be clear that elections at earlier points in our history excluded many people.
4. Now the situation is different. Elections are open to everyone 18 or older, but each voter must register.
   Ask students the following questions about registration as a quick written or oral quiz:
   a. How long must a person reside in the state, county, and precinct to qualify to vote?
   b. How long before an election does registration close?
   c. Where does one go to register, and what does one do to register?
   d. Can one register in his/her neighborhood as well as at a central office?
   e. Can one register during evenings and weekends?
   f. Is registration canceled when a person moves from one part of his community to another?
   g. Can one register to vote by mail?
5. Answers can be found in the *Voting In Indiana* handout. The teacher may want to go through the information with the class.
6. Direct students to the worksheet titled *Am I Registered?* Have students answer the questions about each individual case.

EVALUATION

1. Trace on a time line the change in voter eligibility throughout our history.
   (See Lesson 1 "The History of Voting," found in elementary curriculum)
2. List the qualifications for voting in Indiana.
3. A neighbor has just moved in next door from Kansas and has asked how to register to vote. Ask students to write an answer to her question regarding the procedure she must follow in order to register to vote.
4. Use handout "Am I Registered" as a game or quiz show for the entire classroom's participation. Work in teams to come up with an answer for each situation.

Am I Registered?

Following are descriptions of individuals who want to register to vote in your community. Does Indiana law permit the individual to register? Explain your answer. Should this individual be permitted to vote? Explain your answer.

Q: Michelle is a 17-year-old high school senior. On the first day of school after winter break, her Social Studies teacher brings in voter registration applications for the entire class. Can Michelle register to vote, even though she will not turn eighteen until October?

A: YES – Michelle can register to vote as long as she will be 18 on or before the day of the next general, municipal or special election. Michelle can also vote in the primary election the preceding May to help nominate the candidates for a political party.

Q: Adam was arrested for armed robbery and sentenced to twelve years in prison. He completed his sentence and was put on parole. Can Adam register to vote, even though he is a convicted felon?

A: YES – Adam can register to vote, as long as he is not currently imprisoned following a conviction. A person released from prison does need to re-register, as their voter registration was canceled at the time of their conviction. Also, a person currently being held in jail awaiting trial is still eligible to vote.

Q: Roberto moved to Indiana from Germany when he was five years old. He owns a house and has a job in Indianapolis, but he has never been naturalized. Can Roberto register to vote, even though he is not a United States citizen?

A: NO – Roberto cannot register to vote, as he is not a United States citizen.

Q: Cecile has lived in the same house since 1965, but the last time she voted was for president in 1976. Does Cecile need to re-register to vote, since it has been so long since she last voted?

A: YES – Prior to 1995, county voter registration offices would purge the voter rolls due to non-voting. So Cecile was probably taken off the list of registered voters many years ago. Currently, a voter may not be removed solely for not voting. So if Cecile was to re-register today, she would remain on the poll book despite not voting for many years at the address where she lives.

Voting in Indiana

YOU MUST BE REGISTERED BEFORE YOU VOTE.

WHO? If you have not registered to vote, you may register if you are a citizen of the United States, if you will be at least 18 years old by the time of the next general election, and if you will have been a resident of your precinct for at least 30 days before the election.

If you are homeless or have a nontraditional form of residence like a Recreational Vehicle, you may register to vote. For details contact the Indiana Election Division, Indianapolis, (317) 232-3939 or 1-800-622-4941.

In Indiana it is not necessary to declare a party affiliation when you register. NO other person may register for you.

WHEN? You may register up to 29 days before an election.

WHERE? At the county Voter Registration office. Registration is also now available at local voter registration agencies such as all BVM branches or public assistance offices. Or you may use a mail-in registration form, postmarked at least 29 days before the election. This form is available in license branches, city and town clerks' offices, township trustee offices, and many other locations including high schools. You can also use this form to change your registration if you have moved or changed your name.
New in 2010, residents with a valid driver's license or state ID card can apply to register to vote online.

A state ID is issued by the BMV for non-drivers.

You can send or deliver your form to the county Voter Registration office.

You should receive a notice from the county Voter Registration office concerning your application. If the notice requires further information, please respond promptly.

YOU RE-REGISTER if you change your name or if you move to another precinct. For a name change, file with the county Voter Registration office in advance or submit to the precinct election board on Election Day a verified statement of the change.

If you are already registered and move to another precinct within 30 days before the election, you may vote on election day in the precinct where you formerly lived.

Convicted felons may not register or vote during their time of incarceration.

Voting rolls are no longer purged for nonvoting.

Grade Level High School

Lesson 3: *What is a Politician?*

INTRODUCTION / MAIN IDEA

A dictionary defines "politician" as a person experienced in government, engaged professionally in government or a political party, or politically involved for personal, selfish, or temporary reasons.

Dictionaries are kinder to politicians than the stereotype in most minds. Typically, we see politicians as cigar-smoking, bombastic, self-serving, untrustworthy individuals. The question, "Why do we assume politicians are untrustworthy?" reflects our view of politicians.

Other words are less pejorative, e.g., political leader and political adviser. We often see sitting presidents as politicians, while deceased presidents are senior politicians.

It is true, no doubt, that some of our political leaders deserve low marks; but it is also true that some merit deep respect. Lesson 1 is designed to help students see the reality of politics and politicians more accurately and honestly.

INDIANA ACADEMIC STANDARDS

E.4.6, USG.1.1, USG.2.8, USG.3.15, USG.3.21, USG.5.6

OBJECTIVES

As a result of this lesson, students will be able to:
    1. Describe the stereotypical view of politicians.
    2. Contrast that view with a more balanced and accurate view.

MATERIALS NEEDED

Handout - Survey Form: "What is a Politician?"

STRATEGIES / ACTIVITIES

Students will conduct a survey using the attached handout. Have the students report their findings to the class. The survey should provide enough content for the class period. If you have invited politicians to the class as resource persons, even better. Just keep the report short, letting the guests join in the discussion. In either case, focus attention on:
    1. Stereotypes of politicians.
    2. The reality of the political process.

As is true of most stereotypes, we generalize the word "politician." We distrust politicians in general, but we trust Ms. Jones, whom we know, but who happens to be a politician!

Discussing the results of these survey questions can give students an appreciation of the problem of stereotyping:
    1. What is your definition of "politician"?

2. Name five people you consider to be politicians.

3. Do you think of George Washington or Abraham Lincoln as politicians?

4. Do you know any politicians personally? If so, how do you regard them?

EVALUATION

Use this question as a short answer item or as an opening question for general class discussion: "Give your definition of the word 'politician.' Then compare and contrast your definition with those given by the adults and students questioned by the survey committee."

Critical Thinking: Have your opinions on politicians changed? If so, how?

Adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education, 1984 and 1992. (out of print)

TEACHER SUGGESTIONS

1. Consider color coding the surveys to represent different individuals surveyed, having one color represent adults surveyed and a different color represent students surveyed.

2. Assign a student in your class to create a spreadsheet to display the survey results. Evaluate, compare and contrast the survey results once all the data is collected.

Survey Form: "What is a Politician?"

DIRECTIONS:

You are to conduct a survey of 5 adults and 5 students. Survey questions are given below, with sufficient space after each question to record the answers. This is to be a face-to-face survey. Indicate to each person interviewed that it is a class project, that the responses will be reported without names and that you would appreciate the help on the survey.

Ask the questions in the order given. Do not reveal all of the questions at the beginning of the interview. Raise the questions one by one:

QUESTIONS

1. What is your definition of the word "politician?"

2. Name five people you consider to be politicians.

3. Do you think of George Washington or Abraham Lincoln as politicians?

4. Do you know any politicians personally? If so, how do you regard them?

Check:

_____Adult respondent   Survey taken by:_____

                                                            (Your Name)

_____Student respondent

Grade Level High School

Lesson 4: *What is a Political Party?*

INTRODUCTION / MAIN IDEA

In a representative democracy, political parties serve many necessary functions. In order to understand the American election process, it is essential for students to understand the unusual American political party organization.

INDIANA ACADEMIC STANDARDS

USG.2.4, USG.3.15

OBJECTIVES

As a result of this lesson, students will be able to:
1. Describe the function of political parties.
2. Describe how political parties developed in the United States.
3. What are the pros and cons of political parties?

MATERIALS NEEDED

Handout "Interview Form: The American Party System"; overhead/newsprint/chalk board
Democrat National Party: http://www.democrats.org/
Republican National Party: http://www.gop.com/
George Washington's Farewell Address: http://www.earlyamerica.com/earlyamerica/milestones/farewell/

STRATEGIES / ACTIVITIES

1. Begin the lesson by completing the handout "Interview Form: The American Party System.

2. Write down a list of issues and/or policies for which the Democrat and Republican parties are known. Next pass out blank envelopes to each student. Then divide the class into two equal groups. Next ask individuals in the first group to write "Democrat" on a piece of paper and to list three issues and/or policies that come to mind when they think of the Democratic Party. The second group will then list three issues and/or policies that they associate with the Republican Party. Students should then place their lists in the blank envelopes for anonymity.

   Next give a series of creative directions to have students trade or exchange envelopes, i.e., trade with someone your height, in front of you, with your hair color, etc. Trade enough times that the envelopes are well away from the authors to remain anonymous. Then ask students to open the envelopes. List the words on the board or newsprint in front of the classroom. As a class, list the similarities and differences in the answers. Are these stereotypes or assumptions? Are they correct?

3. After the discussion, have the class define the term "political party." Use the text book definition to compare with what the class has developed. The text definition of a political party is a group of like-minded citizens organized to win elections, control government, and set public policy. Is this definition accurate? How could the definition be modified to fit the political party of the 2008?

Lesson 4

4. Then lead the class in a discussion on the functions of political parties. What do they do? Could we have a democracy without parties? As the discussion continues, the students will list such functions as:
   a. Nominate candidates.
   b. Inform the voters about issues.
   c. Assume responsibility for the conduct of public affairs.
   d. Determine public policy.
   e. Run elections.
   f. Raise funds for the candidates to campaign.
   g. Determine where their party stands on the major issues of the day.
   h. Register voters so their party can win.
   i. Watch the party in power to keep them honest.
5. After you list the functions of the parties, discuss what the Constitution said about political parties and also the opinion of George Washington. Students should know that political parties are simply not mentioned in the Constitution. George Washington, in his farewell address, said to beware of political parties because they will cause factionalism.
5. Invite each member of the class to interview three adults using the interview form provided. Use a separate form for each person interviewed. Compile answers from the class as a whole group discussion.

EVALUATION

Give a quiz on the functions of political parties. Have students write an editorial in whicy they take an opinion on the necessity of having political parties to maintain a democracy.

Critical Thinking: What is the role of independent parties in national or local elections? Was George Washington correct in his statement about the danger of political parties? Are political parties good or bad for a democratic system?

Adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education, 1984 and 1992. (out of print)

Lesson 4

Interview Form: The American Party System

Interviewer_____ Date Due_____

Each member of the class will interview three adults using the three general questions below. Use a separate interview form for each person interviewed. Assure them that their names will not be used in your report except with their permission. Take notes of your interview in the space provided.

I. What is a political party?

II. What do parties do?

III. Please provide one pro and one con to having political parties.

Grade Level High School

Lesson 5: *Local/State Political Party Structure*

INTRODUCTION / MAIN IDEA

Since political parties play a crucial role in our system of government, students should know how parties are organized and how they operate. Parties are set up to mirror the federal system. The parties are organized to win elections on all levels of government from local to national.

In Indiana, the Democratic and Republican parties are very competitive. Both parties in Indiana are well-organized and well-financed. In national elections prior to the 1930s, Indiana was historically known as a swing state (Teacher suggestion: please explain this term). For that reason, Indiana provided a large number of national candidates in the 19th and early 20th centuries.

INDIANA ACADEMIC STANDARDS

USG.1.1, USG.3.1, USG.3.12, USG.3.15, USG.3.17

OBJECTIVES

As a result of this lesson, students will be able to:
1. Describe the organization of the political parties from precinct to national.
2. Describe the duties of each level of party organization.

MATERIALS NEEDED

Handout "Structure of Political Parties"

STRATEGIES / ACTIVITIES

The lesson will begin by assigning the students to find out who is their precinct committee person and vice committee person. In addition, they are to find their precinct number and ward if applicable. They should also be asked to speculate on the number of hours per week these people spend working for their party and their hourly pay for this work.

The next day, make a chart on the board or overhead listing each student's precinct, committee person and vice committee person. Many of the students will recognize that these people are their neighbors, reinforcing the idea that the precinct is truly local government.

Discuss the duties of the committee persons in the precinct. How are they elected and what are their responsibilities? Why do people volunteer their time to serve as committee persons? Pass out the Handout "Structure of Political Parties" and have the students list responsibilities and duties of each level.

SUPPLEMENTAL RESOURCES

• *Here Is Your Indiana Government*, and *Let's Talk Politics*, Indiana Chamber of Commerce, 115 West Washington Street, Suite 850 South, Indianapolis, Ind. 46244-0926. Phone 317-264-6885 or 800-824-6885; *www.indianachamber.com*. Please request price list.
• Internet Resources

EVALUATION

Have the students find their local precinct web site or office and create a graph or chart demonstrating how the local party system works and how it is organized.

Adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education, 1984 and 1992. (out of print)

Structure of Political Parties

(Read from bottom up)

STATE CHAIRPERSON AND VICE CHAIRPERSON

elects

STATE CENTRAL COMMITTEE

chairs and vice chairs, from 10 districts constitute

DISTRICT, CHAIRPERSON AND VICE CHAIRPERSON

elects

DISTRICT COMMITTEE

all in congressional district constitute*

COUNTY CHAIRPERSON AND VICE CHAIRPERSON

elects

COUNTY COMMITTEE

all in county constitute

PRECINCT VICE COMMITTEE PERSONS

appoint

PRECINCT COMMITTEE PERSONS

elect

POLITICAL PARTY VOTERS IN MAY PRIMARY

* Exceptions to this provision occur in counties that contain one district wholly within their boundaries, plus part of one or more additional districts also within their borders (Lake and Marion counties). In such instances, each political party may establish its own rules governing the naming of county representatives.

Adapted from *Teaching About Elections in Indiana Schools*, Indiana Department of Education, 1984 and 1992. (out of print)

Grade Level High School

Lesson 6: *Campaign Persuasion*

INTRODUCTION / MAIN IDEA

During election campaigns, candidates use persuasion and propaganda techniques to influence voters. These techniques employ emotion rather than reason to persuade people. If voters are to choose wisely among candidates, they must be able to discern persuasion techniques used in election campaigns. The purpose of this lesson is to introduce students to propaganda techniques and to provide them with opportunities to identify examples of the techniques in use.

INDIANA ACADEMIC STANDARDS

USG.5.6, USG.5.8

OBJECTIVES

As a result of this lesson, students will be able to:

1. Define propaganda techniques.
2. Distinguish among seven different propaganda techniques.
3. Identify the propaganda techniques being used in particular election campaign situations.

MATERIALS NEEDED

Handouts "Identifying Propaganda Techniques" and "What's Going on Here?"

STRATEGIES / ACTIVITIES

Have students read items 1-3 of the handout "Identifying Propaganda Techniques." As a class, review the content of items 1-3. The teacher might ask the following questions as part of the review:

1. What is the purpose of an election campaign?
2. What information about candidates should people consider before voting?
3. What is a propaganda technique?

Examine each of the seven propaganda techniques outlined in item 4.

NOTE: These propaganda techniques are similar to the persuasion techniques used in commercials that students see on television. Ask students to recall examples of commercials that use the techniques to influence consumer buying. This exercise will help students learn to distinguish among techniques.

Distribute handout "What's Going on Here?" Have students follow the directions at the top. Encourage them to explain why they identified each case as they did.

FOLLOW-UP ACTIVITIES

1. Have students work in groups to create advertisements for real or imaginary candidates using the various propaganda strategies. Allow students to select a propaganda strategy and use it to persuade voters. They may create visual aids, 30-second radio spots or videotaped television commercials.
2. Have students collect samples of each propaganda technique from newspapers and magazines during an election campaign. Post them on the bulletin board.

3. Record television commercials including some political advertisements for short term use with this lesson.

EVALUATION

- Ask students to define the term "propaganda technique."
- Have students describe the propaganda techniques developed in the lesson and give an example of each.
- Develop a list of situations similar, but not identical, to those contained in the worksheet. Have students identify the propaganda techniques used in each case.

Critical Thinking:
  1. How do you make an informed decision in the midst of all of this propaganda?
  2. Does propaganda reinforce or dispel any stereotypes you may have of political parties?
  3. Identify other areas where you see these propaganda techniques used.

Identifying Propaganda Techniques

1. The purpose of an election campaign is to persuade people to vote for a certain candidate. Voters should choose among candidates based on facts presented during the campaign. Voters should learn about candidates' qualifications to hold office and their position on specific issues.

2. Candidates sometimes employ propaganda techniques to influence voters during campaigns. Propaganda techniques are ways of persuading voters that use emotion and opinion more than fact.

3. It is important for voters to use factual information to choose among candidates. Their choices should not be influenced by propaganda techniques. This requires voters to be able to identify propaganda techniques when they are used.

4. Seven different propaganda techniques are often used in election campaigns:

   A. NAME-CALLING – Candidates give opponent a bad label; no effort is made to explain why the label is given.

   Suppose presidential candidate "Andrews" makes a speech accusing his opponent of being "soft on crime." In his speech Andrews presents no facts to prove his point. He just labels his opponent. This is an example of name-calling.

   B. TRANSFER – Candidates hope that voters will transfer their good feelings to them or bad feelings to the opponent.

   Suppose "Janis Baker" is a candidate for mayor of the town of Bloomington. Her campaign slogan is "A vote for Baker is a vote for Bloomington." She is encouraging voters to shift their good feelings about their home town to her. This is an example of transfer.

   C. TESTIMONIAL – Famous people say good things about a candidate.

   Suppose "Claire Gallo" is running for the U.S. Senate. A movie star makes an appearance at a fund-raising dinner for her and says "I'm for Gallo. She'd make a great senator." This is an example of a testimonial.

D. PLAIN FOLKS – Candidates suggest that they are like everyone else.

 Suppose wealthy businessman "Barnie Bell" is running for Congress from a rural district in Indiana. During the campaign he has his picture taken riding a tractor, judging a pie-baking contest at a county fair, and visiting with farmers at the Co-op. He is just "plain folks" like the rest of the people in the district. This is an example of the "plain folks" technique.

E. CARD-STACKING – The candidates only mention things favorable to themselves and omit the negative.

 Suppose "John DeMonthe" is running for re-election as a congressman. During the campaign, he often mentions that he was present for "over one hundred roll-call votes during my last session in Congress." He does not mention how he voted on these issues. He also does not mention that he missed even more opportunities to vote on legislation. This is an example of card-stacking.

F. BANDWAGON – Candidates suggest that the majority is for them and hope that this will influence others to climb aboard the bandwagon.

 Suppose "Helen Cartwright" is running for a position on the county commission. The week before the election she campaigns door to door. At every house she says, "I'd like your vote. Most of your neighbors support me." She is using the bandwagon technique.

G. GLITTERING GENERALITY – Candidates use only vague words and phrases and do not explain what the words mean.

 Suppose "Ronald Tuttle" is running for sheriff. He makes a speech at a neighborhood association picnic and states, "I'm for law and order, 1000 percent!" He does not explain what he means. He hopes that his glittering generalities will influence voters.

What's Going on Here?

Here are some propaganda techniques that you might encounter in a campaign. See if you can tell what type of propaganda is being used in each case. Explain your answers.

1. After a benefit concert, a famous rock star announces: "Vote for Ortez. He is the best candidate for Congress."

2. Presidential candidate "Smith" begins a televised debate by saying, "Like most Americans, I grew up in humble surroundings."

3. "Muffy Parker" is running for class president. In her campaign speech in the school auditorium she says "The captain of the football team, the head cheerleader, and all the members of the honor society support me! Can I count on your vote too?"

4. In a newspaper advertisement, a candidate for U.S. senator announces, "I'm for peace, prosperity, and the pursuit of happiness." The only other information in the advertisement is her picture.

5. In a statement made to a local newspaper, "Burton Ketton" states, "My opponent changes his mind on issues like people change clothes – everyday." He then moves on to another topic.

6. "Horace Plum," candidate for U.S. senator, approaches the stage to give a speech while the local high school band plays the theme song of his campaign, *Stars and Stripes Forever.*

7. "J.P. McCarthy," candidate for U.S. Congress, informs the press that a poll shows him favored by a majority of the voters in the congressional district.

Grade Level High School

Lesson 7: *Heading for the Election Booth*

INTRODUCTION / MAIN IDEA

This lesson is designed to help 12th grade students who are eligible or will become eligible to vote during the school year. All students who will be 18 on or before Election Day may register and vote.

INDIANA ACADEMIC STANDARDS

USG.5.2, USG.5.6, USG.5.7, USG.5.8

OBJECTIVES

This lesson combines both Lesson 3 and Lesson 4 by encouraging students to analyze candidates, their political parties and campaign advertising issues. As a result of this lesson, students will be able to:

1. Describe the importance of voting as a part of "active citizenship."
2. State their positions on several key issues.
3. Analyze candidates and issues as presented in campaign advertising.
4. Demonstrate the voting process

MATERIALS NEEDED

Let's Talk Politics, Indiana Chamber of Commerce, 150 West Washington Street, Suite 850 South, Indianapolis, IN 46244-0926. Phone 317-264-6885 or 800-824-6885. www.indianachamber.com. Please request price list; videotaped examples of political campaigns from television commercials; table-top version of voting machine or punch-card voting system

STRATEGIES / ACTIVITIES

1. Introduce the lesson with a discussion of why it is important to vote in order to maintain a democracy.
2. Provide registration forms for students who wish to register for the election. Be sure you do this in class prior to 29 days before the election, to pattern the actual deadline.
3. These activities can then be followed by a classroom election. The class can be divided into parties. You could call the parties Federalists and Nationalists if you wish to avoid the Democrats and Republicans. The class parties should be divided evenly to allow either party an equal opportunity to win the election. The parties should each elect party officials who will be responsible for drawing up an issues platform for their party. The class could then concentrate on nominating candidates from each party to run for various offices. The nominees for each party could be selected by holding a class primary election. Nominees could then hold formal debates on issues determined by the teacher. After the debate and time to campaign — speeches, posters, badges, video ads, etc. – a formal election would be held. Ideally the election would be held on Election Day. Voting on Election Day allows students to feel included in an important event. They begin to realize their vote makes a difference.
4. After the election a class discussion should be held to evaluate why one party defeated the other. This evaluation should be held for the national election and the classroom election.

Lesson 7 ——————————————————————————

SUPPLEMENTAL RESOURCES

• <u>Indiana Program for Law-Related Education, Indiana State Bar Association</u>: One Indiana Square, Suite 530, Indianapolis, IN 46204. Phone 317-639-5465; *www.inbar.org*

• <u>Secretary of State</u>:   302 W. Washington St., Rm. E-204, Indianapolis, IN 46204,
           317-232-3939 or 800-622-4941; *www.sos.in.gov/elections, www.in.gov/sos/civics*

• <u>Indiana Department of Education Civics Webpage</u>: www.doe.in.gov/standards/civics-education

EVALUATION

Give a quiz on the election process. Require students to demonstrate that they can vote on a variety of types of voting machines; require students to demonstrate that they know the location of their polling station.

Grade Level High School

Lesson 8: *The Role of Polls*

INTRODUCTION / MAIN IDEA

Polls and pollsters have played an increasingly important role the past 20 years in electing candidates. Polls can easily be skewed and manipulated. Valid polls will follow sound procedures of sampling from the total group being studied. This lesson is designed to sensitize students to examine how a poll is conducted before they recognize the results as valid.

INDIANA ACADEMIC STANDARDS

USG.5.6, USG.5.9

OBJECTIVES

As a result of this lesson students will be able to:
1. Describe random selection as a characteristic of a valid poll.
2. Differentiate between scientific polling and on-the-street interviews or call-in opinion questions.

MATERIALS NEEDED

Handout "Class Poll Exercise"
For more information on random selection or sampling visit
http://www.socialresearchmethods.net/kb/random.htm.

STRATEGIES / ACTIVITIES

1. Introduce the term "polls" and discuss what polls students have heard about. Bring in a copy of a recent magazine or newspaper poll to share with students. Ask them why that poll should be believed. List student answers on the chalkboard and discuss.
2. Announce that this class has the honor of running the first annual (school name) Poll. Divide the class into thirds to form three polling teams.
3. All three teams will use the same questions, which are listed on the handout, "Class Poll Exercise." Review the handout with the class and determine the office and candidates to be used in Question 3. Specify that all polling results will be kept anonymous and confidential.
4. Assign the following activities to be completed before the next class:
   a. Group 1 will conduct in-person interviews with people at school. People interviewed must be 18 or over.
   b. Group 2 will conduct in-person interviews with people outside of school. This includes community members who are 18 or over.
5. Allow each group to meet for 10-15 minutes to organize for their assignment. Each group should select a leader. Each individual should contact five or more people before the next class. Specific concerns for each group are as follows:
   a. Group 1 should plan how to contact people at school, including students, teachers, administrators, and staff. Class pollsters should fill out a separate poll sheet for each person interviewed. No person should be interviewed twice.

　　b. Group 2 should plan how to contact people outside of school. Again, a plan to avoid duplication is needed.

6. Ask each group to bring results to the next class.

7. At the beginning of the next class, allow each group 5 - 10 minutes to organize the results.

8. Ask the leader of each group to present the results. Write the findings on the board in terms of percentages.

9. When all two groups have reported, discuss the following questions:

　　a. Do all groups agree or disagree? Why?

　　b. Which finding best represents the thinking of your community? Why?

　　c. Why is random selection used in polling?

　　d. Did Groups 1 and 2 tend to interview friends or strangers? How could this factor influence the results?

　　e. Could the wording of the question affect how people respond? Think of a way to reword the question that might get a different response. (Example for Question 3: In the election for (office), which candidate do you think will win?)

　　f. What words or phrases are sometimes used in polls that can bias the response? (Examples: Do you favor the incumbent for re-election? Do you favor a change to new leadership?)

10. Have the students revisit the results of the survey conducted in Lesson 3. Who did you ask? Do you think the results are skewed based on who you interviewed?

EVALUATION

1. Describe the purpose of random samples.

2. Find a recent state wide or national poll and analyze the sampling techniques used.

Class Poll Exercise

Read the following statement and questions in exactly the same way to every person contacted in the course of conducting the poll.

READ: "Hello, our class at school is conducting a poll regarding the upcoming election. Our poll is completely confidential and is intended for educational purposes. Would you be willing to answer three questions as part of our poll?"   Yes_____   No_____

(If the response is "no," courteously say: "Thank you for your time.")
(If the response is "yes," say: "Thank you. The first question is:")

1. "Are you registered to vote?" Yes_____   No_____   I don't know_____

"The second question is:

2. "Are you planning to vote on Election Day?" Yes_____   No_____
  I don't know_____

"The third question is:

3. "In the election for (NAME OFFICE), for which candidate do you plan to vote?"

Candidate 1_____

Candidate 2_____

Candidate 3_____
  (if any)

Undecided_____

"Thank you very much for your help."