

Mock Election— Overview

Time Needed: Three Class Periods

Materials Needed: Student worksheets, scissors, tape or glue, colored pencils or crayons

Copy Instructions: See copy instructions for each day.

Learning Objectives Through this lesson students will be able to:

- explain the steps taken from the primary season to the election through scaffolded activities.
- demonstrate the voting process in primary and class wide elections.
- describe the impact of an election at the classroom level in an open response activity.
- engage in a simulated democratic process.

DAY TO DAY

- ☐ **DAY ONE** Party Formation and Nominations: Assign students to a “party” and hold a primary election.
- ☐ **DAY TWO** Campaigning: Students create campaign materials for their party and nominee.
- ☐ **DAY THREE** Rules, Election & Reflection: Students create election rules, review ballot options, vote, and reflect on the “election” process.

BEFORE YOU TEACH

☐ **Materials.** Preview the lesson and decide what materials students will need to make the most of the mock election. We suggest art materials (colored pencils, markers, scissors) and a ballot box.

☐ **Simple Classroom Policies.** In this activity, students will vote for a new classroom policy. You will need to brainstorm a list of five policies that you would be willing to add to your classroom. Examples might be a new rule, an agreement with the class (if-then statement), a new procedure, or a reward. Keep it simple and attractive for both you and your students. Here are some examples:

- *Each week, students with perfect attendance will earn _____.*
- *If all assignments are completed each week/month/quarter, one homework pass will be granted.*
- *Ten minutes of quiet time once a week for activity of choice (reading, homework, iCivics play, etc.).*

☐ **Role for Elected Student.** The class will vote for a class leader whose “platform” is one of the five policies you listed. You will need to decide what role an elected student can play in connection with each policy. For example, that student may be the policy monitor who makes sure the new policy is carried out, or the student might be involved in carrying out the policy, such as passing out homework passes. You could also give that student a role such as student representative, classroom greeter, paper collector, or another coveted classroom role.

This lesson plan is part of the *Politics and Public Policy* series by iCivics, a nonprofit organization dedicated to advancing civic education. For more teaching resources, please visit www.iCivics.org/teachers, where you can access the standards aligned to this lesson plan.

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Mock Election— Copy Guide

Day One

Teacher's Guide: Print a copy for yourself.

Classroom Policy Options: Teacher Transparency

Party One Introduction: Copy a half-class set (one-sided)

Party Two Introduction: Copy a half-class set (one-sided)

Primary Poster: Copy a class set (one-sided)

Primary Ballot: Copy enough for the students and cut before distributing the ballots

Day Two

Teacher's Guide: Print a copy for yourself.

Campaign Materials: Class set (one-sided)

SWAG— T Shirt: Copy a half-class set (one-sided)

SWAG— Stickers and Buttons: Copy a half-class set (one-sided)

Voting Guides: Copy a class set (can be double-sided with Trivia sheet)

Presidential Election Trivia: Copy a class set (can be double-sided with Voting Guide)

Day Three

Teacher's Guide: Print a copy for yourself.

Ballot Transparency: Teacher Transparency

Pre-Voting Activities: Class set (one-sided)

Review: Class set (one-sided)

Teacher Keys: Print copies for yourself.

Mock Election— Day One

PARTY FORMATION AND PRIMARY ELECTION

Time Needed: One Class Period

Materials Needed: Student worksheets, scissors, tape or glue

Copy Instructions: Introduction, Reading and Activity Pages can be copied double-sided. The poster cut outs will need to be on a separate sheet.

STEP BY STEP

- 1. DIVIDE** the class in half using a method of your choice. One half will be the "Orange Party" and the other half will be the "Purple Party."
- 2. DISTRIBUTE** the Campaign Trail and Party Information sheet (there is a different version for each party). Students should keep this handy for reference.
- 3. INTRODUCE** the mock election activity by reading through the first half of the page with the class. Then allow the students to read the second half on their own.
- 4. DISPLAY** the five policy options available to the class. (This is the list of five policies you decided on before teaching the lesson.) Discuss each option. Each student should choose one policy and write it on his/her information sheet.
- 5. DISTRIBUTE** the Primary Poster worksheet and art materials. Allow time for the students to create a personal primary campaign poster with their policy choice and party information. (Monitor to make sure they are covering all the items in the checklist.)
- 6. POST** primary Posters grouped by party. If you have time, ask the students to present their posters to their party.
- 7. ALLOW** each party to look over their group's posters with the goal of selecting someone that they plan to vote for in the primary election. Students will not be able to vote for themselves, so they should try to find someone with similar value and policy selections.
- 8. DISTRIBUTE** primary ballots. and have each student make his or her selection and drop into the ballot box.
- 9. HOLD** the primary election by having each student make his or her selection and drop the ballots into the ballot box.

After You Teach

The ballots will need to be counted for each party before the next class. If the same policy is selected by both parties, you will need to modify it into two different ones, or select the top two policies.

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Mock Election

Classroom Policy Options

Option One

Option Two

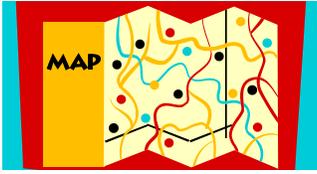
Option Three

Option Four

Option Five

Mock Election

Name: _____



On the Campaign Trail. You and your classmates will be participating in a mock election to practice what you have learned about the electoral process. One classroom policy and one class leader will be selected. Follow the trail from party formation to declaring a winner! Use this sheet to keep track of the many steps it takes to have an election.

Create a Party

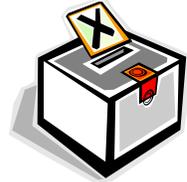
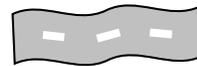
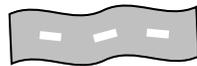
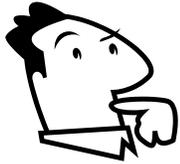
- Name, Symbol, Color & Values
- Class Policy
- Candidate

Campaign

- Press Release
- Social Networking
- Slogans
- Swag
- Posters

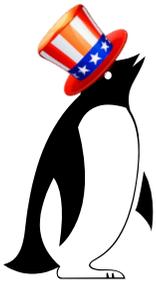
Hold an Election

- Establish Rules
- Create a Ballot
- Vote
- Count Votes
- Declare the Winner!



You are a member of the **Orange Party!**

The Orange Party has the mighty penguin as its symbol and values cooperation, generosity and equality.



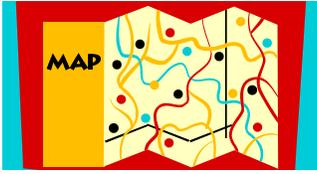
Party Time! Each political party has its own set of characteristics that make it unique. Over time a party symbol and set of values is established and then built upon. The actual platform of the party is updated every four years at the national conventions that are held to nominate a presidential candidate.



As a member of the Orange Party, you have the ability to shape the party platform. Look at the list of policy options that your teacher has given the class. Select the one you think is the best fit with your party's values and the one you like the most. This will be the basis of your primary campaign as you run for the nomination. Write your selection in the box.

Mock Election

Name: _____



On the Campaign Trail. You and your classmates will be participating in a mock election to practice what you have learned about the electoral process. One classroom policy and one class leader will be selected. Follow the trail from party formation to declaring a winner! Use this sheet to keep track of the many steps it takes to have an election.

Create a Party

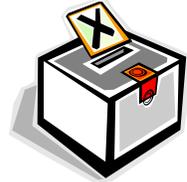
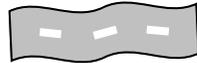
- Name, Symbol, Color & Values
- Class Policy
- Candidate

Campaign

- Press Release
- Social Networking
- Slogans
- Swag
- Posters

Hold an Election

- Establish Rules
- Create a Ballot
- Vote
- Count Votes
- Declare the Winner!



You are a member of the **Purple Party!**

The Purple Party has the mighty polar bear as its symbol and values creativity, competition, and liberty.



Party Time! Each political party has its own set of characteristics that make it unique. Over time a party symbol and set of values is established and then built upon. The actual platform of the party is updated every four years at the national conventions that are held to nominate a presidential candidate.



As a member of the Purple Party, you have the ability to shape the party platform. Look at the list of policy options that your teacher has given the class. Select the one you think is the best fit with your party's values and the one you like the most. This will be the basis of your primary campaign as you run for the nomination. Write your selection in the box.

Mock Election

Name: _____



Draw it! Create a poster that tells people about you and your party. To get the grade, you must include the following:

- Your Name
- Policy Selection
- Party Symbol and Color
- Top two party values

Primary Party Ballot

Select the student based on their policy choice, value selection, and quality of campaign poster.

Party:

Candidate:

Candidate's Policy Selection:

Remember: You cannot vote for yourself! Find someone most similar to your selections.

Primary Party Ballot

Select the student based on their policy choice, value selection, and quality of campaign poster.

Party:

Candidate:

Candidate's Policy Selection:

Remember: You cannot vote for yourself! Find someone most similar to your selections.

Primary Party Ballot

Select the student based on their policy choice, value selection, and quality of campaign poster.

Party:

Candidate:

Candidate's Policy Selection:

Remember: You cannot vote for yourself! Find someone most similar to your selections.

Primary Party Ballot

Select the student based on their policy choice, value selection, and quality of campaign poster.

Party:

Candidate:

Candidate's Policy Selection:

Remember: You cannot vote for yourself! Find someone most similar to your selections.

Mock Election— Day Two

CAMPAIGNING

Time Needed: One Class Period

Materials Needed: Student worksheets, art materials

Copy Instructions: Based on the flow of this lesson, all student pages will need to be single-sided (EXCEPT the voting guide and trivia sheet).

STEP BY STEP

1. **ANNOUNCE** the winning candidate and policy for both parties. Compare your classroom primary election to the national conventions of the Republican and Democratic parties. Explain that this is a time in the life of a party that the members have to regroup and support THEIR candidate.
2. **DISTRIBUTE** the Press Release/Thumb Power/Slogan worksheet. Introduce and assign each section separately. Students can look back to the winning poster for the policy/values details.
 - Introduce Press Release and ask students to fill in the party-specific information.
 - Ask how the media release could fit in a text message or a Tweet. Challenge the students to narrow the message to a social media length statement.
 - Ask students to offer slogans that they may be familiar with. (Commercials jingles) Assign the Slogan/Swag portion and tell them that these will serve as drafts for a bigger campaign activity.
3. **SHOW** class both swag options (t-shirt and print media) and allow them to select which they want to create to support their party's candidate and policy. Stress the need to be thorough with the message, as this will be viewed by all voters!
4. **ALLOW** time for the students to create the swag of choice with art supplies.
5. **POST** the swag pages and arrange in an accessible place around the winning nominee's poster.
6. **REVIEW** where the class is in the election process. (They are in the middle of the classroom election campaign 'season'. This is when all classroom voters start to look at the candidates and decide what policy they like the best.)
7. **DISTRIBUTE** the Election Guide sheet and Presidential Election Trivia hand out. (Students can work individually on these pages while they wait to look at the swag display.)
8. **ASSIGN** the students to create their own voting guides as they look through the swag displays. While they are waiting for their turn to look at the display, they should complete the trivia page.
9. **PREVIEW** the election activities for the next class.

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Mock Election

Name: _____



Press Release This message is an example of what is sent out to the news sources (newspapers, tv, radio) to be used in a report. Use the results of your party's primary election to fill in the missing pieces.

The _____ Party announces its nominee for the upcoming mock election!
Party Name

_____ will be representing the values of _____, and
Candidate Name Value 1

_____. Our party platform includes the proposed classroom policy
Value 2

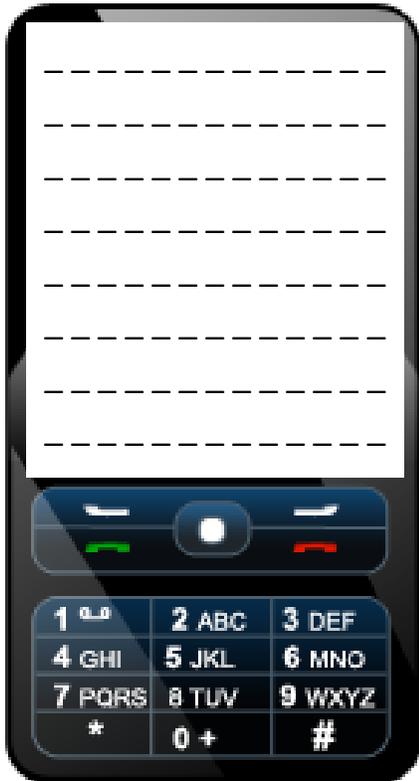
_____.



Thumb Power Create a tweet of less than 100 characters telling your friends about the campaign. Be sure to include the candidate, party, and at least one value. Use txt shortcuts!



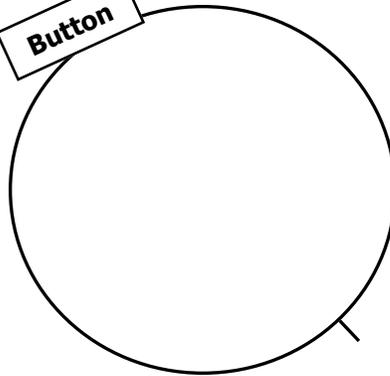
Slogans You see them on swag: posters, buttons, websites, t-shirts, and bumper stickers. Look back at your party details and create at least three catchy slogans and designs for the campaign. These are drafts for a bigger swag project!



Bumper Sticker



Button



T-Shirt



Stuff
We
All
Get

Mock Election

Name: _____



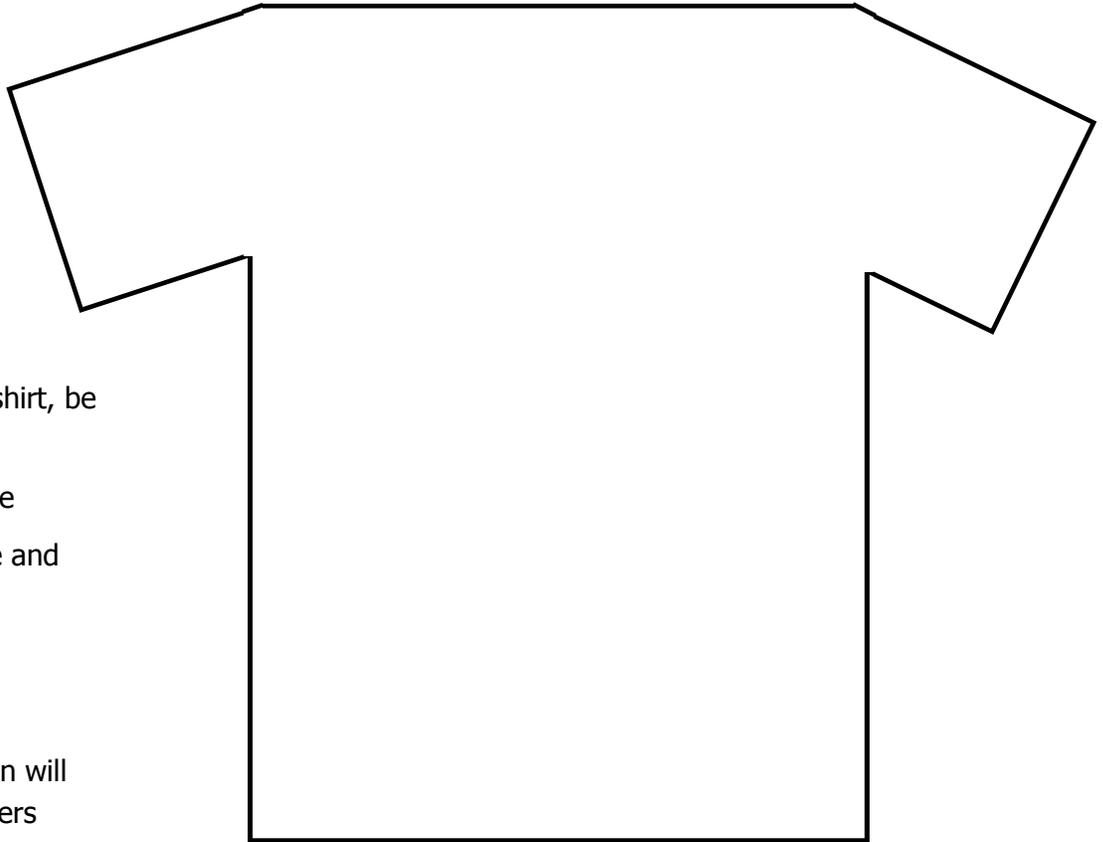
SWAG

For your campaign t-shirt, be sure to include:

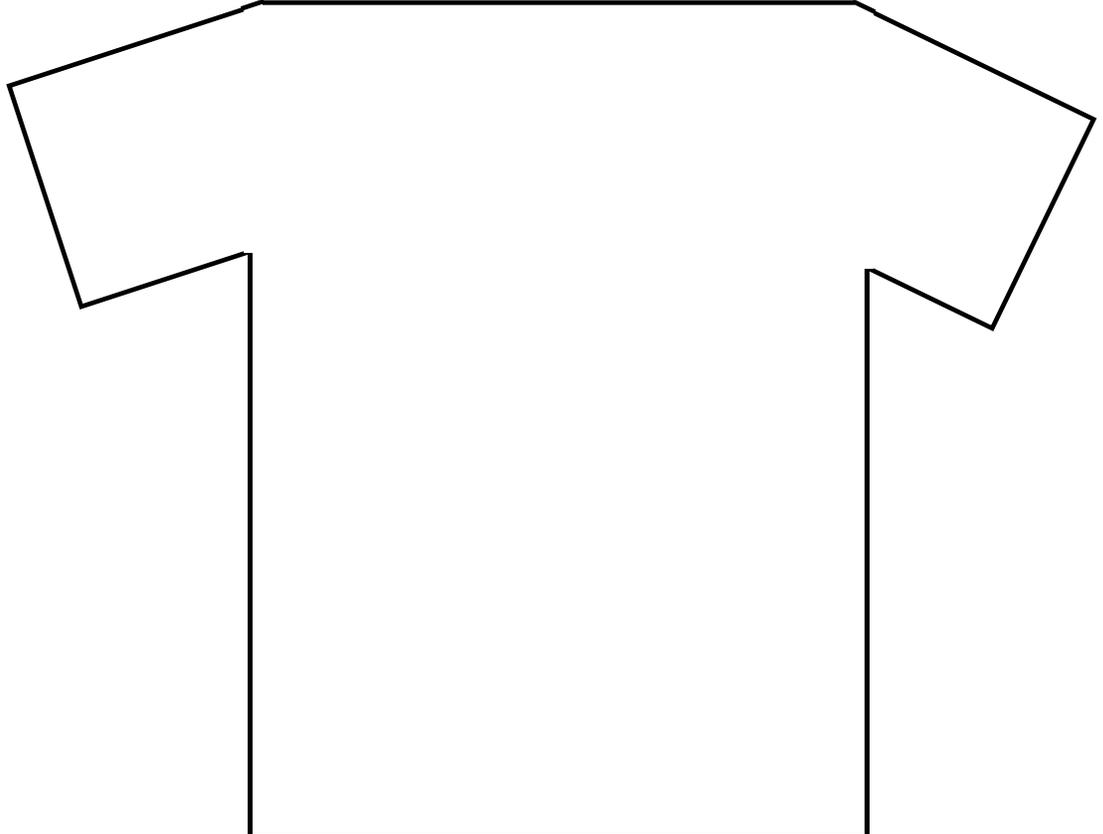
- Name of Candidate
- Party Color, Name and Symbol
- Slogans
- A little creativity!

Remember, this design will be used to inform voters from *both* parties about your candidate and policy choice.

Front



Back





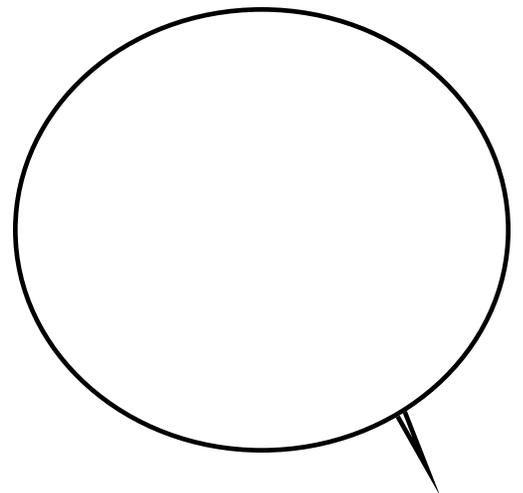
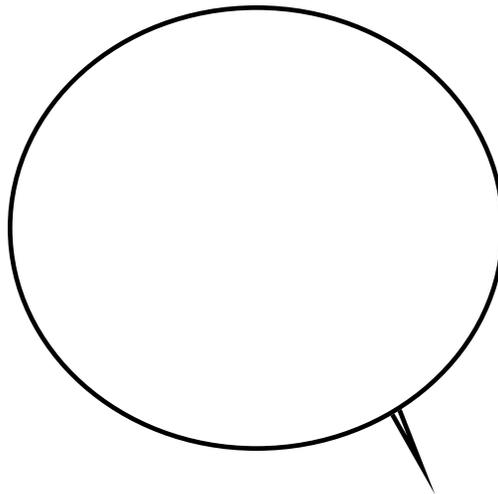
Bumper Stickers

Be sure to include:

- Name of Candidate
- Party Color, Name and Symbol
- Slogans
- A little creativity!

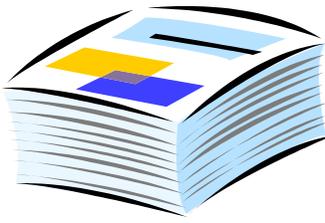
Remember, these designs will be used to inform voters from *both* parties about your candidate and policy choice.

Buttons



Mock Election

Name: _____



Voting Guide Prior to elections, the major political parties distribute voting guides to the public. They break down the election options so voters can take the guide with them to the polls and make an educated decision. Complete this guide based on the campaign materials posted by both parties. You will use this when you vote.

Guide to the Election

Orange Party Candidate

Orange Party Values

- ◆ _____
- ◆ _____

Orange Party Policy



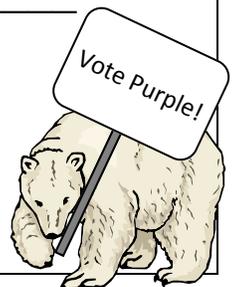
Guide to the Election

Purple Party Candidate

Purple Party Values

- ◆ _____
- ◆ _____

Purple Party Policy

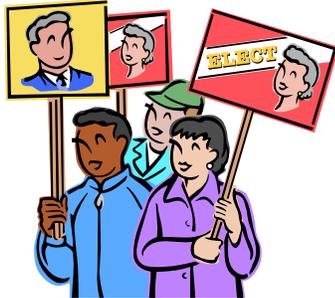


Mock Election

Name: _____

Why a Tuesday in November?

Congress chose to have national elections in November because we used to be a nation of farmers. Harvest time was over by late fall, and the weather wasn't bad enough to keep people from traveling (by horse, of course!). Tuesday was selected because most voters had to travel overnight to make it to the polling places. This left Monday and Wednesday for travel and prevented the need to travel on Sunday.



Recycle Those Posters!

The presidential election season of 2008 was the first since 1974 where there was not a Bush or some one in the Clinton administration on the ticket. George H. W. Bush was Reagan's Vice President in 1980 and 1988. Bill Clinton was elected to two terms in 1992 and 1996. In 2000 and 2004 George W. Bush was president. (Al Gore, Clinton's Vice President ran against Bush in 2000. Hillary Clinton, Bill's wife, ran for the Democratic nomination in 2008 and lost to Barack Obama.)

Runner-Up But Still a Winner?

Early in our nation's history, the candidate that came in second in the presidential election became the vice president! Imagine having to work closely with the candidate that you have been slinging mud at for months! In 1804, the 12th Amendment changed the system so that the vice president was elected by the Electoral College. Now, the presidential nominee for each party has the power to choose his or her running mate.



All In The Family. Guess how these presidents are related. One option will be used twice.

- ___ 1. John Adams (2) and John Quincy Adams (6)
- ___ 2. James Madison (4) and Zachary Taylor (12)
- ___ 3. William H. Harrison (9) and Benjamin Harrison (23)
- ___ 4. Theodore Roosevelt (26) and Franklin D. Roosevelt (32)
- ___ 5. George H.W. Bush (41) and George W. Bush (43)

- A) Father/son
- B) Fifth cousins
- C) Grandfather/grandson
- D) Second cousins

Factoids. Match the fact with the correct president.

- ___ 6. Was elected to the House of Representatives after serving as President.
- ___ 7. Served in the Senate after being the President.
- ___ 8. Served as Chief Justice of the Supreme Court after the Presidency.
- ___ 9. Only president to serve without ever being elected.
- ___ 10. Served two terms non-consecutively (not in a row) as president.
- ___ 11. Tallest President in history at six feet, four inches.
- ___ 12. Shortest President in history at five feet, four inches.

- A) James Madison
- B) William H. Taft
- C) Abraham Lincoln
- D) Gerald Ford
- E) John Q. Adams
- F) Grover Cleveland
- G) Andrew Johnson

Mock Election— Day Three

THE RULES, ELECTION, & REFLECTION

Time Needed: One Class Period

Materials Needed: Student worksheets, overhead projector

Copy Instructions: Student worksheets will need to be copied single-sided.

STEP BY STEP

- DISTRIBUTE** Rules/Ballot worksheet. Read through the directions and options for the election rules and have students check their preferred additional rule. Take a hand count vote and decide on the most popular extra rule for the election.
- READ** the directions with the class. Discuss the options for an extra rule, and have students check their favorite one.
- POLL** students by taking a hand count vote to decide which extra rule is the most popular. Have students underline that rule. This is the fourth election rule.
- ASSIGN** students to complete the cloze election process activity. Quickly review the answers when they are finished.
- DISPLAY** the ballot transparency and help students fill in the missing information on their ballots. Students should use the Election Guide they created during Day Two as a guide.
- TELL** students to carefully tear off their ballots from the bottom of the page.
- CALL** for all students to vote for the candidate of their choice on the ballot. Make sure students know they do not have to vote for their party's candidate if they don't want to.
- COUNT** the votes and write the final tally where students can see it.
- DISTRIBUTE** the Results worksheet.
- ASSIGN** the Results worksheet.
- REVIEW** the answers to the Results worksheet and have students share their personal opinions of the process.
Answers to the Matching Activity at bottom of page— 1-E, 2-D, 3-C, 4-A, 5-B

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OFFICIAL BALLOT

Candidates and Policy
(Select One)

□ Name _____
Policy _____

□ Name _____
Policy _____

Mock Election

Name: _____



Follow the Rules. All elections have rules that the candidates, voters, and election officials must follow. Read each item in the checklist. Select one additional rule that you think is important. These will be voted on as a class.

Check the extra rule you think is most important.
 Underline the rule the class chooses.

- Voters must select one candidate and matching policy only.
- The teacher has final say on election results.
- You do not have to vote for the candidate and policy of your own party.
- Candidates are not allowed to talk to voters while they are casting their ballots.
- All ballots must be neat and easy to read; otherwise they will not be counted.
- Your vote is confidential; you don't have to tell anyone who you voted for.

Time to Vote! Complete the following paragraph about voting by selecting the correct words from the box on the left. Think back to the process that you and your class have worked through.

- ballot
- voting
- candidate
- policy
- campaign
- party

So far you and your classmates have created a _____ platform, selected a _____, created _____ materials, and made election rules. What's next? _____! Everyone will get a chance to make their selections and cast their _____. Once all the votes are collected, your teacher will count the votes and announce the winning candidate and classroom _____.

OFFICIAL BALLOT	Candidates and Policy (Select One)			
	<input type="checkbox"/> Name			
	Policy			
	<input type="checkbox"/> Name			
	Policy			

Mock Election

Name: _____



The Results are In! What was the outcome of your mock election?

Put a ☆ next to the winner!

Candidate 1: _____ Votes _____

Candidate 2: _____ Votes _____

What was the winning policy? _____

The Process. You had a lot of decisions to make in this mock election!



Did you vote with your party? Yes No

Which piece of swag did you like the best? T-shirt Button Bumper Sticker Poster

What was most important to your voting selection? Party Policy Candidate A mix of all 3

Are you satisfied with the results of the election?

Yes No

Why?

List two ways the selected classroom policy will affect you and your classmates:

①

②

Real World Connections. Match the steps of your class election with the steps in the real national presidential election process.

___ 1. The members of the orange and purple parties campaign to be nominated for the party candidate.

___ 2. Parties hold primary elections and select their nominees and policies.

___ 3. Each party supports their candidate with campaign materials, press releases and swag.

___ 4. Election rules are created from class discussion.

___ 5. Voters participate in the general election and a winning candidate and policy is announced.

A) Each state creates and enforces its own election rules and regulations.

B) Election Day: The Presidential election is held.

C) Campaign Season: The time between the selection of party candidates and the national election.

D) Primary Season: States hold primary elections that influence the selection of the party candidates.

E) Interested party members gather support leading up to party elections.

Mock Election

Name: **** Teacher Key ****



Follow the Rules. All elections have rules that the candidates, voters, and election officials must follow. Read each item in the checklist. Select one additional rule that you think is important. These will be voted on as a class.

Check the extra rule you think is most important.
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- ballot
- voting
- candidate
- policy
- campaign
- party

So far you and your classmates have created a party platform, selected a candidate, created campaign materials, and made election rules. What's next? Voting! Everyone will get a chance to make their selections and cast their ballot. Once all the votes are collected, your teacher will count the votes and announce the winning candidate and classroom policy.

OFFICIAL BALLOT	Candidates and Policy (Select One)					
	<input type="checkbox"/> Name _____ Policy _____					



The Results are In! What was the outcome of your mock election?

Put a ☆ next to the winner!

Candidate 1: _____ Votes _____

Candidate 2: _____ Votes _____

What was the winning policy? _____

The Process. You had a lot of decisions to make in this mock election!



Did you vote with your party? Yes No

Which piece of swag did you like the best? T-shirt Button Bumper Sticker Poster

What was most important to your voting selection? Party Policy Candidate A mix of all 3

Are you satisfied with the results of the election?

Yes No

Why?

List two ways the selected classroom policy will affect you and your classmates:

①

②

Real World Connections. Match the steps of your class election with the steps in the real national presidential election process.

E 1. The members of the orange and purple parties campaign to be nominated for the party candidate.

D 2. Parties hold primary elections and select their nominees and policies.

C 3. Each party supports their candidate with campaign materials, press releases and swag.

A 4. Election rules are created from class discussion.

B 5. Voters participate in the general election and a winning candidate and policy is announced.

A) Each state creates and enforces its own election rules and regulations.

B) Election Day: The Presidential election is held.

C) Campaign Season: The time between the selection of party candidates and the national election.

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