

LYNN UNIVERSITY  
ROSS COLLEGE OF EDUCATION

2012

# Debate Curriculum



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Page #	Activity Name	Appendix & Page #	Grade Level	NGSSS	CCS	Lynn Activity	FCAT
17	History of Constitutional change		8 <sup>th</sup>	•			
17	Constitutional provisions for establishing citizenship		8 <sup>th</sup>	•			
17	Campaign commercials		8 <sup>th</sup>			•	
18	Civic literacy	F (pg.44)	9 <sup>th</sup>			•	
18	Solicit people to vote	G (pg.49)	9 <sup>th</sup>	•			
18	Commercial history		9 <sup>th</sup>	•			
21	Voting Age		10 <sup>th</sup>			•	•
21	E-voting		10 <sup>th</sup>	•			
21	Presidential requirements	H (pg.52)	10 <sup>th</sup>	•			
23	Reforming the electoral college	I (pg.54)	11 <sup>th</sup>			•	
23	Electoral college campaign strategy	I (pg.54)	11 <sup>th</sup>	•		•	
24	Are you registered?		11 <sup>th</sup>	•			
25	Felon voting		12 <sup>th</sup>			•	
25	Am I a Democrat or Republican	J (pg.59)	12 <sup>th</sup>			•	
25	Voter turnout trends		12 <sup>th</sup>	•			
61	Additional Resources						

NGSSS = New Generation Sunshine State Standards

CCS = Common Core Standards

Blue dot = Suggested activity

Red dot = Recommended activity

Orange dot = FCAT related activity

## KINDERGARTEN

### ACTIVITY 1 – Party Symbols

*SS K A 2 5 Recognize the importance of U.S. symbols.*

*RF K 1 Demonstrate understanding of the organization and basic features of print.*

The student will, after gaining an understanding of the differences between the two political party symbols, correctly color each symbol (appendix A). The student will then trace the name of the party for which the symbol represents and then write the party name on their own.

### ACTIVITY 2 – Qualities of a President

*SS K C 2 3 Describe fair ways for groups to make decisions.*

*RF K 1 Demonstrate understanding of the organization and basic features of print.*

The teacher will read Duck for President by Doreen Cronin. The teacher and students will, using vocabulary cards, discuss and list qualities of a good president (i.e. hard worker, dedicated). The students will, using a worksheet, trace the vocabulary words and then write them on their own.

### ACTIVITY 3 – Why do we vote?

*SS K C 2 1 Demonstrate the characteristics of being a good citizen.*

The teacher will discuss with the students information about the presidential candidates and their campaign promises. The students will discuss which candidate will be the best man for the job (i.e. education; what will the candidate do for your school/education?) They will then discuss how voting is the only way to get their candidate chose into office.

## FIRST GRADE

### ACTIVITY 1 – Conflict Resolution

*SS 1 C 3 1 Explain how decisions can be made or how conflicts might be resolved in fair and just ways.*

After a class discussion on problems and the importance of listening and sharing in order to resolve them, the students will role-play a conflict resolution scene.

The teacher will work with the students to create a rubric for judging the presidential candidates on what they expect from the future president in regards to decision-making and conflict resolution.

### ACTIVITY 2 – Party Symbols

*SS 1 C 3 2 Recognize symbols and individuals the represent American constitutional democracy.*

As a whole class, the teacher will discuss what each party symbol represents (see Appendix B). The students will then write one sentence describing each party symbol.

The students will then, in groups, design a school symbol and write a description of each, including the meaning and what the symbol represents.

### ACTIVITY 3 – Maps

*SS 1 G 1 1 Use physical and political/cultural maps to locate places in Florida.*

The teacher will have a class discussion on various significant areas of Florida (i.e. Tallahassee, Lake Okeechobee, Florida Keys, Everglades).

The students will then write about their hometown and compare it to the location where the presidential debate is going to take place (Boca Raton, Florida).

## SECOND GRADE

### ACTIVITY 1 – Why people form governments

*SS 2 C 1 1 Explain why people form governments.*

*SS 2 C 1 2 Explain the consequences of an absence of rules and laws.*

As a class, the students will create the class rules and discuss why each is important and what would happen if we didn't have rules.

### ACTIVITY 2 – Responsible citizenship

*SS 2 C 2 2 Define and apply the characteristics of responsible citizenship.*

*SS 2 c 2 4 Identify ways citizens can make a positive contribution in their community.*

After the teacher describes various jobs (i.e. door holder, runner, line leader, etc.) and their responsibilities, the students will campaign for class jobs they want to hold (tell why they'd be the best for the position). At the end of the campaign speeches, the teacher will hold a class vote to determine the winner of each position.

After the class has voted, they will highlight the importance of voting and discuss the presidential candidates, who they'd vote for and why.

### ACTIVITY 3 – Constitution

*SS 2 C 3 1 Identify the Constitution as the document, which establishes the structure, function, powers, and limits of American government.*

The teacher will read Shh! We're Writing the Constitution by Jean Fritz (or The U.S. Constitution and You by Syl Sobel), and discuss with the students the constitution and the various parts of it. The students will write a school constitution (as a whole class).

## THIRD GRADE

### ACTIVITY 1 – Levels of government [FCAT: Reading Comp]

*SS 3 C 3 1 Identify the levels of government (local, state, federal).*

The teacher will introduce and discuss each level of government (local, state, and federal).

Students will then complete a worksheet where they will be required to read scenarios and identify which government level should be involved for a solution to the scenario (see Appendix C).

### ACTIVITY 2 – Need for government [FCAT: Writes]

*SS 3 C 1 1 Explain the purpose and need for government.*

The teacher will discuss with the students, the need for government in the world we live in and our lives.

The students will write a paragraph on the following writing prompt: *What life would be like without a government, should we have a government or not, why?*

### ACTIVITY 3 – How government gains its power

*SS 3 C 1 2 Describe how government gains its power from the people.*

The class will conduct a mock debate and have a mock election. Students, in teams, will represent a candidate from the current presidential debate and speak on their behalf on current issues.

After the debate, the class will vote by completing a ballot and the teacher will tally the votes to announce the winner.

## FOURTH GRADE

### ACTIVITY 1 – State versus local government

*SS 4 C 3 2 Distinguish between state (governor, state representative, or senator) and local government (major, city commissioner).*

The students will research information on the current Florida governor and the major of their home city. They will write a biography on each of these individuals and then complete a venn diagram showing similarities and differences on the two jobs.

### ACTIVITY 2 – Florida issues impact on citizens [FCAT: Writes]

*SS 4 C 2 1 Discuss public issues in Florida that impact the daily lives of its citizens.*

The teacher will hold a discussion with the students on public issues that are currently significant in Florida that impact the daily lives of its citizens (i.e. homelessness, jobs, housing). They will also discuss the presidential candidates and their beliefs on this issue.

The students will write a five paragraph paper on which candidate they would vote for to make the needed changes to Florida and tell why with supporting details.

### ACTIVITY 3 – Citizens solve problems

*SS 4 C 2 2 Identify ways citizens work together to influence government and help solve community and state problems.*

As a class, the students are to identify a school or community problem. They will write a proposal for making a change / a

solution. They will then present their proposal to the class and the class will take a vote to decide which is the best proposal. As a class, they will build a plan of action to implement the chosen proposal.

## FIFTH GRADE

### ACTIVITY 1 – History of voting

*SS 5 C 2 3 Analyze how the Constitution has expanded voting rights from our nation's early history to today.*

The teacher will assign student (either individually or in groups) a time period; the students will research what voting was like at the time. The class will compile all of their research to create a timeline on the history of voting. The students will then discuss the current voting process and how voting works today. After the final presidential debate at Lynn University, the students will discuss the candidates, who they'd vote for and why.

### ACTIVITY 2 – Government powers

*SS 5 C 3 3 Give examples of powers granted to the federal government and those reserved for the states.*

The teacher will discuss the powers granted to both the federal and state government. The students will individually create a venn diagram comparing the two forms of government (see Appendix D).

### ACTIVITY 3 – The creation of the U.S. government

*SS 5 C 1 1 Explain how and why the United States government was created.*

The students will research how and why the United States government was created. They will then write a five-paragraph essay on their findings.

## SIXTH GRADE

### ACTIVITY 1 – Scoring the Debate

While watching the 2012 presidential debate or a previous debate, students will use the scoring card (see Appendix E) to determine which candidate did a better job. To score your debate scoring card, use the “How to grade the debate” form (see Appendix E).

### ACTIVITY 2 – Why voting is important

The students will interview their classmates and family members on why they think voting is or isn't important. They will then graph (using either a pie chart or a bar graph) the results of their responses and share this information with the class.

### ACTIVITY 3 – Foundation for American democracy

*SS 6 C 1 1 Identify democratic concepts developed in ancient Greece that served as a foundation for American constitutional democracy.*

Using a venn diagram (see Appendix D), students will compare and contrast ancient Greece and our American democracy. The students will keep in mind that many American constitutional ideas stemmed from ancient Greece influence.

### ACTIVITY 4 – American political process

*SS 6 C 2 1 Identify principles (civic participation, role of government) from ancient Greece and Roman civilizations which are reflected in the American political process today, and discuss their effect on the American political process.*

In groups, students will talk about roles we play in society versus roles we play in government.

They will then role-play different scenarios showing both roles.

## SEVENTH GRADE

### ACTIVITY 1 – Scoring the Debate

While watching the 2012 presidential debate or a previous debate, students will use the scoring card (see Appendix E) to determine which candidate did a better job. To score your debate scoring card, use the “How to grade the debate” form (see Appendix E).

### ACTIVITY 2 – The voting process

*SS 7 C 2 7 Conduct a mock election to demonstrate the voting process and its impact on a school, community, or local level.*

The students will run for student council elections. They will campaign for themselves and create a brochure providing information about themselves and why their peers should vote for them.

### ACTIVITY 3 – Current political parties

*SS 7 C 2 8 Identify America’s current political parties and illustrate their ideas about government.*

The students will research the 2012 presidential candidates and their ideas on government. They will complete a venn diagram comparing the candidates’ ideas as they relate to the political party ideas (see Appendix D).

### ACTIVITY 4 –

*SS 7 C 2 9 Evaluate candidates for political office by analyzing their qualifications, experiences, issue-based performances, debates and political ads.*

*SS 7 C 2 10 Examine the impact of media, individuals, and interest groups on monitoring and influencing government.*

*The students will watch the 2012 presidential candidates' commercials on television and analyze them on positive versus negative campaigning.*

## EIGHTH GRADE

### ACTIVITY 1 – Scoring the Debate

While watching the 2012 presidential debate or a previous debate, students will use the scoring card (see Appendix E) to determine which candidate did a better job. To score your debate scoring card, use the “How to grade the debate” form (see Appendix E).

### ACTIVITY 2 – History of Constitutional changes

*SS 8 C 1 6 Evaluate how amendments to the Constitution have expanded voting rights from our nation’s early history to present day.*

Students, in groups or individually, will make a timeline of constitutional changes from our nation’s early history to today.

### ACTIVITY 3 – Constitutional provisions for establishing citizenship

*SS 8 C 1 1 Identify the Constitutional provisions for establishing citizenship.*

The teacher will hold a class discussion on whether or not good citizenship should include voting and if we should be required to vote.

After the discussion, students will share their opinion during a presentation in the form of a paper, power point, prezi, etc.

### ACTIVITY 4 – Campaign commercials

The teacher will show the class various campaign commercials and discuss them. They will talk about what catches the viewer’s eye

and how they choose to represent their platforms through the commercials (positive versus negative vocabulary).

The students will be put into groups and create a commercial representing a candidate from the 2012 presidential debate and discuss their viewpoints.

## NINTH GRADE

### ACTIVITY 1 – Scoring the Debate

While watching the 2012 presidential debate or a previous debate, students will use the scoring card (see Appendix E) to determine which candidate did a better job. To score your debate scoring card, use the “How to grade the debate” form (see Appendix E).

### ACTIVITY 2 – Civic Literacy

The students will complete the civic literacy challenge quiz (see Appendix F) and discuss the correct answers.

### ACTIVITY 3 – Solicit people to vote

*SS 912 C 2 2 Evaluate the importance of political participation and civic participation.*

Students will make posters, banners, and/or infomercials soliciting people to vote. They will utilize the “Does one vote make a difference” timeline (see Appendix G) to help them show the importance of voting.

### ACTIVITY 4 – Commercial History

*SS 912 C 2 12 Explain the changing roles of television, radio, press, and internet in political communication.*

The students will compare presidential candidate commercials from the past to today. After viewing them, they will record information on the following:

- a) How they changed?
- b) Why did they change?

They will also write about the impact of these changes; whether the commercials have changed for the better; why or why not.

## TENTH GRADE

### ACTIVITY 1 – Scoring the Debate

As a whole group, while watching the 2012 presidential debate or a previous debate, students will use the scoring card (see Appendix E) to determine which candidate did a better job. To score your debate scoring card, use the “How to grade the debate” form (see Appendix E).

### ACTIVITY 2 – Voting Age [FCAT: Writes]

The students will write a persuasive essay on the topic of whether the voting age should be decreased, increased, or kept the same. If change is recommended, either increased or decreased, the student should indicate the age they recommend and include supporting details for their argument.

### ACTIVITY 3 – E-Voting

The students will, working in small groups, discuss the topic of E-voting (electronic voting). Is this the wave of the future? Would it discriminate against those who do not have computers? Would it increase voter participation or be susceptible to fraud? Each group will prepare a mock bill to introduce to Congress on the topic and share with the class.

### ACTIVITY 4 – Presidential Requirements

The students will, in pairs or small groups, discuss the requirements for being eligible to be president of the United States (see Appendix H) and if they agree or disagree with those requirements.

They will then write a essay on what they feel the requirements should be; if different from the actual requirements, the student is to indicate what they would change and why. If they feel they should stay the same, then they are to write about why they feel this way.

## ELEVENTH GRADE

### ACTIVITY 1 – Scoring the Debate

As a whole group, while watching the 2012 presidential debate or a previous debate, students will use the scoring card (see Appendix E) to determine which candidate did a better job. To score your debate scoring card, use the “How to grade the debate” form (see Appendix E).

### ACTIVITY 2 – Reforming the Electoral College

The students will, as a whole class, debate the Electoral College; examining the merits and problems associated with the current system and each of the proposed reforms (see Appendix H). The students will propose an amendment to the Constitution to reform the system and vote on it as a class.

### ACTIVITY 3 – Electoral College Campaign Strategy

*SS 912 C 2 14 Evaluate the processes and results of an election at the state or federal level.*

The students will examine the results of the 2008 Electoral College vote (see Appendix I) and those of the previous three electoral votes. The students will role-play a campaign manager and attempt to categorize all the states into one of the three categories below:

- 1) Red states – those states that lean Republican
- 2) Blue states – those states that lean Democratic
- 3) Purple states – those states that are unpredictable and to be evenly split

As campaign manager, decide whether you work for the Democratic nominee or Republican nominee, add up the states you feel confident your candidates will win and then identify which states

you feel are the swing states where your candidate should devote serious campaign resources.

#### ACTIVITY 4 – Are you registered?

SS 912 C 2 5 Conduct a service project to further the public good.  
SS 912 C 2 8 Analyze the impact of citizen participation as a means of achieving political and social change.

The students will, go around their neighborhood/town and survey a minimum of 20 people on whether they are registered to vote or not and why. If the person is not registered to vote, the student will provide them with a voters registration form. Once the student is finished with their surveying, they will write about their findings including the number of people who were already registered voters versus those who were not and the reasons why. The students will also write about what they gained from doing this activity and how it did or didn't influence the upcoming election.

## TWELTH GRADE

### ACTIVITY 1 – Scoring the Debate

As a whole group, while watching the 2012 presidential debate or a previous debate, students will use the scoring card (see Appendix E) to determine which candidate did a better job. To score your debate scoring card, use the “How to grade the debate” form (see Appendix E).

### ACTIVITY 2 –Felon Voting

The students will write a letter to a state legislator making an argument for or against felon voting. They will discuss whether felons should be able to vote, would allowing or denying such voting violate the Constitution, and should an incarcerated inmate be able to vote or should former felon’s voting rights be automatically restored after serving time?

### ACTIVITY 3 –Am I a Democrat or a Republican?

The students will take the quiz “Am I a Democrat or a Republican” (see Appendix J). They will then fill out a voters registration form to be a member of the appropriate party to submit when they are of voting age.

### ACTIVITY 4 –

*SS 912 C 2 16 Analyze trends in voter turnout*

The students will survey people eighteen years of age and gather findings. Survey questions should include: did you vote, why or why not, do you think voting is important, do you think your vote can make a difference.

**Appendix A**

Name: \_\_\_\_\_



Democrat



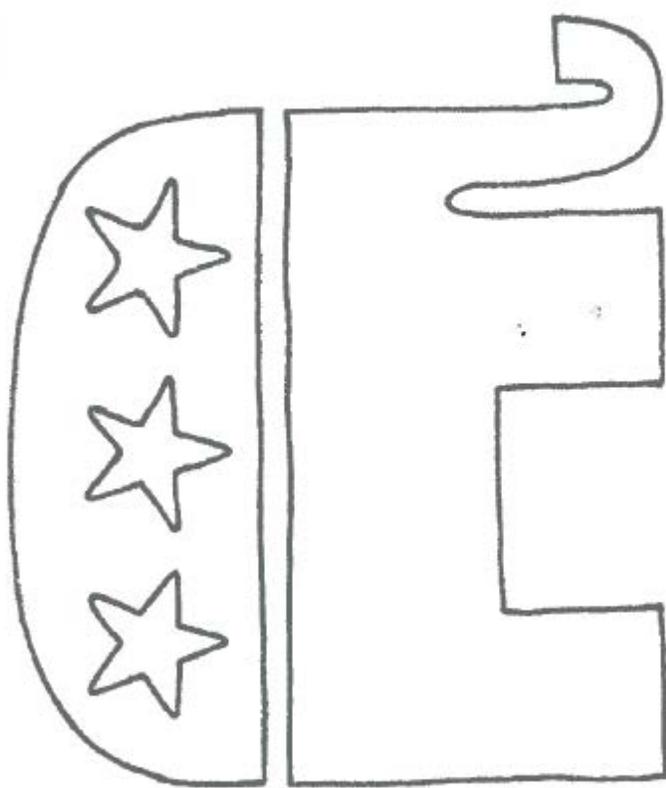
Democrat

Democrat

Democrat

Blank handwriting lines for practice.

Name: \_\_\_\_\_



Republican



Republican

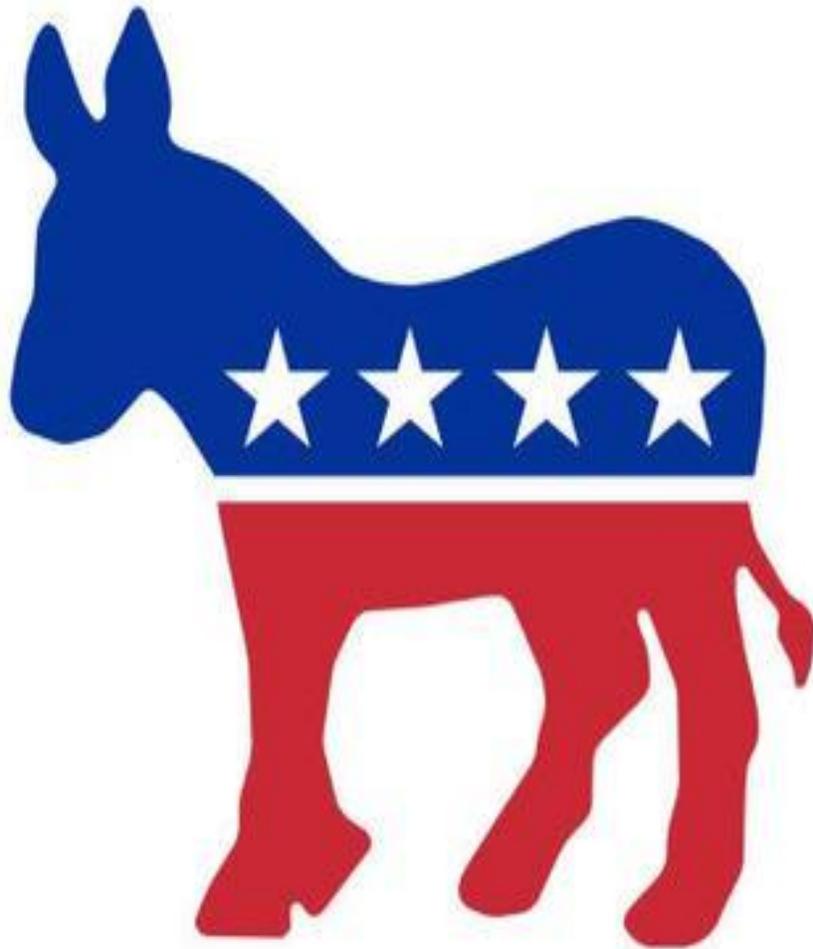
Republican

Republican

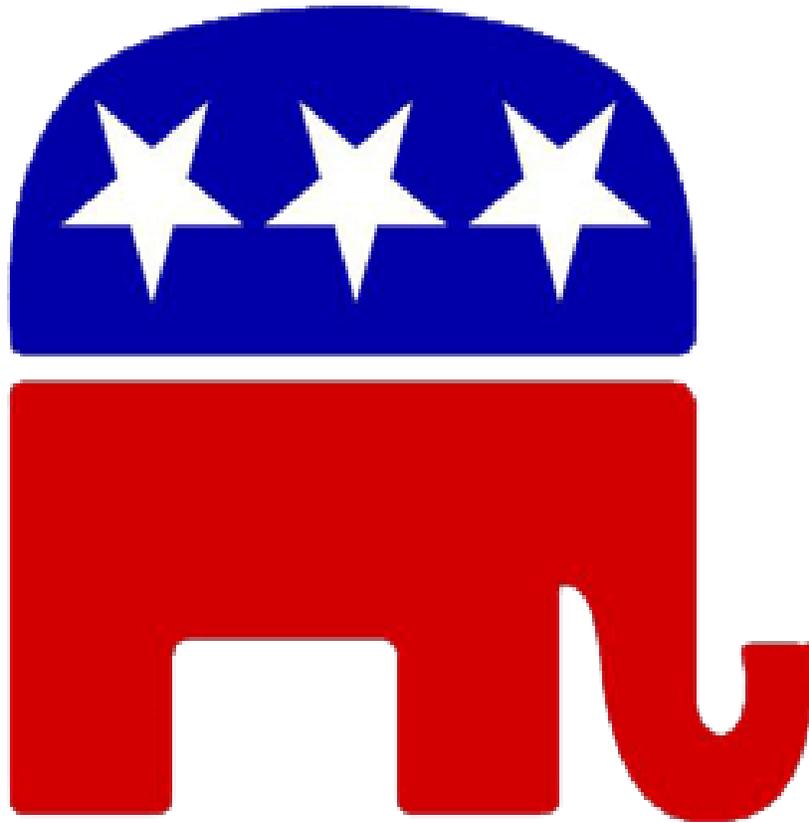
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**Appendix B**

# Democratic Party



# Republican Party



Appendix C

Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions: Read each scenario below and determine which level of government is responsible for making a decision. Write your answer (local, state, or federal) on the line provided.**

1. Depending on where children live will determine what age they are able to start the process for applying for their driver's license or permit. Does the local, state, or federal determine the age guidelines and criteria?  
  
\_\_\_\_\_

2. Parking has become a problem at the beach. In order to solve this issue building a new parking garage is considered being built. Who would decide to implement this parking solution; local, state or federal?  
  
\_\_\_\_\_

3. A new restaurant is about to open, but before the public can eat there it needs to go through a restaurant health inspection. Does the local, state or federal government decide what the process is for a restaurant health inspection?  
  
\_\_\_\_\_

4. Many people from other countries want to come to the United States to live. They will need to go through an immigration process in order for this to happen. Is the local, state or federal government responsible for immigration?  
  
\_\_\_\_\_

5. Plastic soda bottles and water bottles are recyclable materials. Which level of government, local, state or federal, creates policies or rules to encourage recycling?

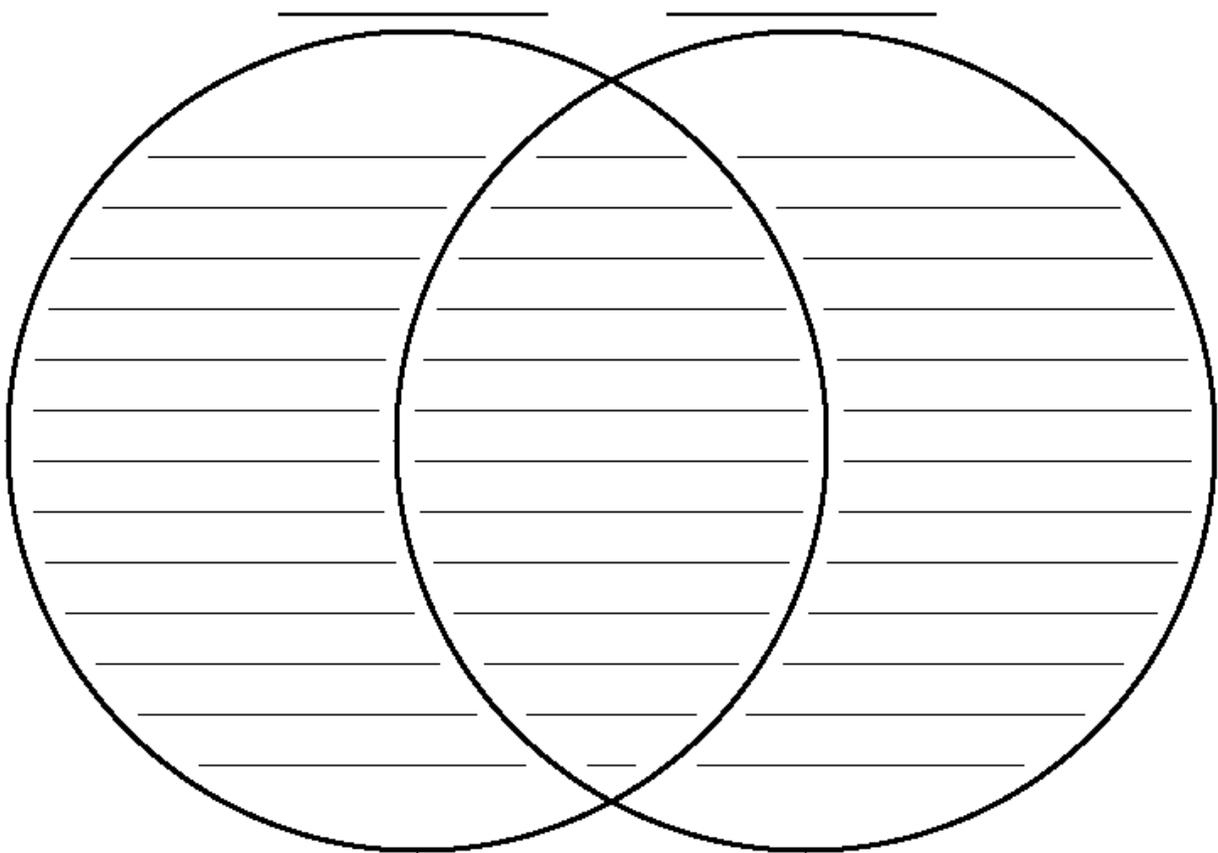
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6. A huge disease has broken out in the United States and individuals need to be quarantined in order for the disease to not continuously spread. Which government, local, state or federal, would be in charge of setting up a quarantine plan?

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Appendix D

Name : \_\_\_\_\_ **Venn Diagram**



**Appendix E**

**Scorecard**

Each candidate starts with zero points. Give the candidates points in each of the 10 aforementioned categories. The points range from minus two to two, as noted below. Total the points for each candidate. The candidate with the most points wins.

CATEGORY	CANDIDATE A	CANDIDATE B
1. Goals		
2. Appeal to base		
3. Appeal to swing voters		
4. Control agenda		
5. Personal exchanges		
6. Content of answers		
7. Leadership		
8. Zingers and blunders		
9. Open		
10. Close		
<b><i>Total score</i></b>		

**Points**

+2 = The candidate really helped him/herself in the category

+1 = The candidate somewhat helped him/herself in the category

0 = The candidate was neutral, neither helping nor harming him/herself

-1 = The candidate somewhat harmed him/herself in the category

-2 = The candidate really harmed him/herself in the category

## How to Grade the Debates

This scorecard is a subjective evaluation for a debate, in that you will assign points to the candidates based on your own perception of how they performed. However, this scorecard uses measurements that are widely agreed upon by analysts and scholars as keys to winning political debates. The 10 categories used to assign points to the candidates are:

### 1. Goals

Ask yourself: Did the candidates do what they needed to do? Candidates have goals going into the debate such as appealing to older voters or alleviating concerns about an unpopular vote.

### 2. Appeal to base

Ask yourself: Did the candidates firm up their base of support? Core party members are the ones most likely to vote and vote for members of their own political party. So, candidates must make sure to unite and energize their core supporters. The Democratic base includes African American, younger, well educated, and urban voters in the Northeast and West Coast, as well as key constituencies like union members, teachers, Jewish voters, and environmentalists. The Republican base includes gun owners, white men, and rural voters in the South and Rocky Mountain States, as well as key constituencies like Christian evangelicals and business owners. It is virtually impossible to win an election and not carry in overwhelming numbers one's core party voters.

### 3. Appeal to swing voters

Ask yourself: Did the candidates appeal to undecided and swing voters? This is important because many elections are close and undecided and swing voters are often the key to victory. Did the candidates connect with voters?

### 4. Control the agenda

Ask yourself: Which candidate controlled the agenda of the debate? Sometimes the best defense is a good offense and a leader will set the tone of the debate, stay on message, and make his or her positions known rather than responding to the opponent.

**5. Personal exchanges**

Ask yourself: When the candidates addressed one another personally, who got the best of the exchange? Inevitably, there will be some head-to-head disagreements and comparisons during the debates, and such moments tend to be very important to voters and the media. Also, they are often memorable debates moments.

**6. Content of answers**

Ask yourself: Did the candidates answer the questions and do so in an accurate, knowledgeable, and confident manner? Candidates must demonstrate their understanding of the issues, have a clear vision for the country, and not appear to be too hesitant or evasive in tackling tough questions. They must also make a connection to voters.

**7. Leadership**

Ask yourself: Which candidate looked presidential? Candidates must project leadership in both demeanor/appearance and in their answers, while avoiding looking nervous, tired, and insincere. Because elections are, to a degree, popularity contests whereby personality is the key, candidates must present themselves as leaders.

**8. Zingers and blunders**

Ask yourself: Did the candidates deliver catchy lines or make embarrassing mistakes? The most memorable moments in debates are often witty one-liners or embarrassing gaffes. The element of surprise – achieved through an unexpected, unforgettable, or bold statement – often helps candidates achieve the “wow factor.” These zingers and blunders will be repeated by the media, and those voters who did not watch the debate may be influenced by these moments.

**9. Open**

Ask yourself: Were the opening comments of the candidates strong and memorable? First impressions are lasting and debates are no exceptions, as the opening allows candidates to set the tone.

**10. Close**

Ask yourself: Did the candidates conclude the debate on a high note and with a memorable closing remark? The final remarks are often what people remember and a good debater can wrap up the debate with an effective close.

Appendix F



## Civic Literacy Challenge

- 1. How many terms in office can a president serve?**
  - a. 1
  - b. 2
  - c. 3
  - d. 4
- 2. How many branches are in our national government?**
  - a. 1
  - b. 2
  - c. 3
  - d. 4
- 3. Who delivered the Gettysburg Address?**
  - a. George Washington
  - b. Abraham Lincoln
  - c. Thomas Jefferson
  - d. Benjamin Franklin
- 4. How many justices serve on the U.S. Supreme Court?**
  - a. 3
  - b. 5
  - c. 7
  - d. 9
- 5. What is the name given to the first 10 amendments in the Constitution?**
  - a. Habeas Corpus
  - b. Preamble
  - c. Bill of Rights
  - d. The Liberty Clauses
- 6. The quote “These are the times that try men’s souls” was spoken by:**
  - a. Franklin Roosevelt
  - b. Thomas Paine
  - c. Benjamin Franklin
  - d. Abraham Lincoln
- 7. Which document was signed in 1776?**
  - a. U.S. Constitution
  - b. Bill of Rights
  - c. Declaration of Independence
  - d. Treaty of Versailles
- 8. Which one of these men never served as president?**
  - a. Alexander Hamilton
  - b. John Adams
  - c. James Madison
  - d. James Monroe

**9. Which president is NOT on Mount Rushmore?**

- a. Andrew Jackson      b. Thomas Jefferson
- c. Teddy Roosevelt      c. Abraham Lincoln

**10. What is the age at which Americans can vote?**

- a. 16                              c. 19
- b. 18                              d. 21

**11. What does bicameralism mean?**

- a. Both parties working together on a bill
- b. A partnership between the federal and state governments
- c. When the president and Congress work together to avoid a veto
- d. Containing two chambers or houses in Congress

**12. Which war was fought from 1861-1865?**

- a. American Revolution      c. Mexican-American
- b. Civil War                      d. Spanish-American

**13. What is the length of a term for members of the U.S. Senate?**

- a. 1 year                              c. 4 years
- b. 2 years                              d. 6 years

**14. What is the length of a term for members of the U.S. House?**

- a. 1 year                              c. 4 years
- b. 2 years                              d. 6 years

**15. How many members are in the U.S. House of Representatives?**

- A. 100                              c. 435
- B. 270                              d. 535

**16. How many times has the U.S. Constitution been amended?**

- a. 12                              c. 27
- b. 24                              d. 54

**17. What is the date of the Emancipation Proclamation?**

- a. 1787                              c. 1870
- b. 1863                              d. 1920

**18. How many U.S. presidents have there been?**

- a. 43                              c. 57
- b. 54.                              d. 79

**19. The only president to serve more than two terms was:**

- a. George Washington      c. Grover Cleveland
- b. Theodore Roosevelt      d. Franklin Roosevelt

**20. The only president to serve non-consecutive (not back-to-back) terms was:**

- a. George Washington
- b. Theodore Roosevelt
- c. Grover Cleveland
- d. Franklin Roosevelt

**21. How many articles are in the U.S. Constitution?**

- a. 7
- b. 27
- c. 10
- d. 33

**22. Which of these men was NOT an author of the Federalist Papers?**

- a. Alexander Hamilton
- b. Thomas Jefferson
- c. James Madison
- d. John Jay

**23. Which of the following is NOT a constitutional requirement to be president?**

- a. Born in the United States
- b. At least 35 years of age
- c. Free of any criminal record
- d. Resident of the U.S. at least 14 years

**24. For a treaty to be ratified it must:**

- a. be signed by the president; ratified by two-thirds of the House
- b. be signed by the president; ratified by two-thirds of the Senate
- c. be signed by the president; ratified by the entire Congress
- d. be signed by the president; ratified by half the Congress

**25. The line “The only thing we have to fear is fear itself” is from a speech by:**

- a. George Washington
- b. John Kennedy
- c. Abraham Lincoln
- d. Franklin Roosevelt

Civic Literacy Challenge Answer Key

- |       |       |       |
|-------|-------|-------|
| 1. b  | 11. d | 21. a |
| 2. c  | 12. b | 22. b |
| 3. b  | 13. d | 23. c |
| 4. d  | 14. b | 24. b |
| 5. c  | 15. c | 25. d |
| 6. b  | 16. c |       |
| 7. c  | 17. b |       |
| 8. a  | 18. a |       |
| 9. a  | 19. d |       |
| 10. d | 20. c |       |

**Appendix G**

### Does One Vote Make a Difference?

You bet! Several local elections in Palm Beach County over the past two decades have been decided by a handful of votes. Here are a few examples where a single vote decided the outcome of an important election or issue.

1820 President James Monroe won all but one vote. Monroe ran for a second term as president in 1820 and was so popular that he won all but a single vote in the Electoral College. John Quincy Adams, the former president and son of the second president, cast the one and only vote against Monroe. Adams stated that the reason he did this was "to make certain that only George Washington would ever have the honor of being elected President by a unanimous vote."

1845 One vote made Texas a state. When the Senate voted on statehood the vote was a tie. However, one Senator changed his vote making Texas the 28<sup>th</sup> state.

1846 One vote took the United States to war with Mexico. President James Polk asked for a Declaration of War but the U.S. Senate had to declare war and many senators were uncertain about the issue. Ultimately, the declaration passed by one vote. The United States won the ensuing war and added five states to the country: Arizona, California, Nevada, New Mexico, and Utah.

1867 One vote made Alaska a U.S. territory.

1868 One vote saved President Andrew Johnson from being removed from office. The Congress tried to impeach Johnson but the U.S. Senate failed to vote to remove him by a single vote.

1876 One vote gave Rutherford B. Hayes the presidency of the United States. In the 1876 presidential election, Samuel Tilden received a half million more popular votes than Hayes. The Electoral College, the group that officially elects the president, was not in agreement about who should be America's next leader. A special commission was formed to make the final decision and, after much contention, decided on Hayes by a 185 to 184 electoral vote.

1948 Harry Truman won the presidency by approximately one vote per precinct (each county contains several voting precincts where citizens cast their votes). If Truman's opponent, Thomas E. Dewey, had received one vote more per precinct in Ohio and California, there would have been a tie and the House of Representatives would have decided the election. Because Dewey, the Republican, had more support and votes in the House than Truman, Dewey would have won the election.

1960 John F. Kennedy won the presidency by approximately one vote per precinct over Richard M. Nixon.

2008 George W. Bush became president by roughly 500 votes. Although Bush lost the popular vote to Al Gore by over 500,000 votes, he narrowly won the Electoral College by winning a controversial recount in Florida.

2011 A plan by the United Nations to recognize an independent Palestinian state failed by a single vote in the UN Security Council.

## Appendix H

### Requirements for being President

The Framers of the Constitution decided on only three eligibility requirements for the presidency in Article II of the *Constitution*:

- (1) The individual must be 35 years of age
- (2) The individual must be a natural born citizen of the U.S.
- (3) The individual must be a 14-year resident of the U.S.

In small groups, think about why the Framers chose these requirements and debate the relevance of them today.

Discuss each one of them individually and decided whether one or all of them should be amended. As a class, hold a mock constitutional convention and see if the class votes with a supermajority to amend the constitutional requirements for being the president.

**Appendix I**

## Reforming the System?

The Electoral College is a controversial mechanism of presidential elections that was created by the Framers of the *Constitution* as a compromise for the presidential election process. At the time, some politicians believed a purely popular election was too reckless, as they had little faith in the voters, while others objected to giving Congress the power to select the president, and all agreed that a nationwide popular vote would be next to impossible to administer and verify, given the technology and communication systems at the time. The compromise was to set up an Electoral College system that allowed voters to vote for electors, who would then cast their votes for candidates.

Proponents of the Electoral College say that the system served its purpose in most elections. The Electoral College is a block, or weighed, voting system that gives more power to states by allowing them to cast all their votes for one candidate and some advocates claim it empowers smaller states in that they can swing an election, as happened in 1876 because they get to cast their few votes as one block.

Opponents note that the larger states carry disproportionate influence. Also, because states cast all their electoral votes as a block rather than to split the vote proportionately, in states that are overwhelmingly biased toward one party those members of the other party might be discouraged from voting because they know their candidate has no chance of winning.

Accordingly, there are reforms that have been proposed:

### **(1) Popular vote**

All voters simply cast a vote for their candidate and the one with the most votes wins. This is similar to how other elected offices are decided.

### **(2) Proportional representation**

The state's electoral votes are divided proportional to the way the people of that state voted, so that if candidate A gets 40 percent of the vote and candidate B gets 60 percent

of the vote, then candidate A receives 40 percent of the state's electoral votes.

**(3) District plan**

The state's electoral votes (the number depends on how many representatives and senators the state sends to Congress) are awarded based on each congressional district. So, if candidate A wins district 1, then candidate A gets one electoral vote. But, if candidate B wins district 2, then candidate B gets that one electoral vote. Whichever candidate wins the popular vote in the state gets the state's two Senate votes.

**(4) Automatic plan**

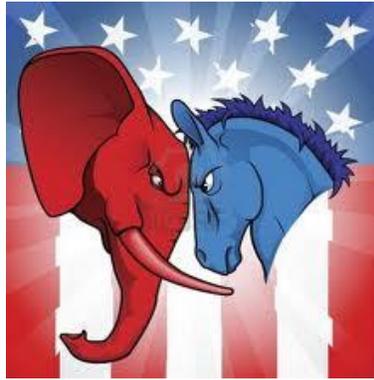
The Electoral College stays exactly the same but, instead of having the electors gather in mid-December in state capitals to cast their votes, the state's electoral votes are automatically cast according to the Electoral College vote.

## Electoral College Results (2008)

State	Electors	Obama	McCain	Obama %	McCain %
Alabama	9	813,479	1,266,546	39	60
Alaska	3	123,594	193,841	38	59
Arizona	10	1,034,707	1,230,111	45	54
Arkansas	6	422,310	638,017	39	59
California	55	8,274,473	5,011,781	61	37
Colorado	9	1,288,576	1,073,589	54	45
Connecticut	7	997,772	629,428	61	38
Delaware	3	255,459	152,374	62	37
DC	3	245,800	17,367	92	7
Florida	27	4,282,074	4,045,624	51	48
Georgia	15	1,844,137	2,048,744	47	52
Hawaii	4	325,871	120,566	72	27
Idaho	4	236,440	403,012	36	62
Illinois	21	3,419,673	2,031,527	62	37
Indiana	11	1,374,039	1,345,648	50	49
Iowa	7	828,940	682,379	54	44
Kansas	6	514,765	699,655	42	57
Kentucky	8	751,985	1,048,462	41	57
Louisiana	9	782,989	1,148,275	40	59
Maine	4	421,923	295,273	58	40
Maryland	10	1,629,467	959,862	62	36
Massachusetts	12	1,904,097	1,108,854	62	36
Michigan	17	2,872,579	2,048,639	57	41
Minnesota	10	1,573,354	1,275,409	54	44
Mississippi	6	554,662	724,597	43	56
Missouri	11	1,441,911	1,445,814	49	49
Montana	3	231,667	242,763	47	50
Nebraska	5	333,319	452,979	42	57
Nevada	5	533,736	412,827	55	43
New Hampshire	4	384,826	316,534	54	45
New Jersey	15	2,215,422	1,613,207	57	42
New Mex.	5	472,422	346,832	57	42
New York	31	4,769,700	2,742,298	63	36
N. Carolina	15	2,142,651	2,128,474	50	49
N. Dakota	3	141,278	168,601	45	53
Ohio	20	2,933,388	2,674,491	51	47
Oklahoma	7	502,496	960,165	34	66
Oregon	7	1,037,291	738,475	57	40
Pennsylvania	21	3,276,363	2,655,885	55	44
Rhode Isl.	4	296,571	165,391	63	35
S. Carolina	8	862,449	1,034,896	45	54
S. Dakota	3	170,924	203,054	45	53
Tennessee	11	1,087,437	1,479,178	42	57
Texas	34	3,528,633	4,479,328	44	55
Utah	5	327,670	596,030	34	63
Vermont	3	219,262	98,974	67	30
Virginia	13	1,959,532	1,725,005	53	46
Washington	11	1,750,848	1,229,216	58	40

W. Virginia	5	303,857	397,466	43	56
Wisconsin	10	1,677,211	1,262,393	56	42
Wyoming	3	82,868	164,958	33	65
<b>Total</b>	<b>538</b>	<b>69,456,897</b>	<b>59,934,814</b>		

Appendix J



**Am I a Democrat or Republican?**

<u>Issue</u>	<u>Agree</u>	<u>Disagree</u>
1. Abortion is a woman’s right	<input type="checkbox"/>	<input type="checkbox"/>
2. Flag Burning is a form of political speech	<input type="checkbox"/>	<input type="checkbox"/>
3. Gun control laws are needed	<input type="checkbox"/>	<input type="checkbox"/>
4. Prayer in school violates the church/state separation	<input type="checkbox"/>	<input type="checkbox"/>
5. The death penalty should be ended	<input type="checkbox"/>	<input type="checkbox"/>
6. “Obscene” art should be free from censorship	<input type="checkbox"/>	<input type="checkbox"/>
7. Gay marriages should be recognized by government	<input type="checkbox"/>	<input type="checkbox"/>
8. Racial profiling is discrimination	<input type="checkbox"/>	<input type="checkbox"/>
9. Affirmative action laws are needed	<input type="checkbox"/>	<input type="checkbox"/>
10. Government should enact environmental protections	<input type="checkbox"/>	<input type="checkbox"/>
11. The minimum wage should be increased	<input type="checkbox"/>	<input type="checkbox"/>
12. Universal healthcare is needed	<input type="checkbox"/>	<input type="checkbox"/>
13. Taxes on the wealthy should be increased to cut the deficit	<input type="checkbox"/>	<input type="checkbox"/>
14. Military spending should be cut to reduce the deficit	<input type="checkbox"/>	<input type="checkbox"/>
15. Illegal immigrants should be offered a path to citizenship	<input type="checkbox"/>	<input type="checkbox"/>

*Note: Total the scores in both the Agree column and the Disagree column. Scores closer to 15 in the Agree column indicate you have a Democratic preference; scores closer to 15 in the Disagree column indicate you have a Republican preference.*

**Additional Resources**



Voting is an essential part of democracy. It is every American citizen's fundamental right – and responsibility – to voice their opinion and take part in how their government works. By voting, people help determine who will represent them and govern their country.

Voting rights have come a long way. Only white males who owned property participated in the first presidential election in 1789. However, after a long struggle for equal rights, today African-Americans, women, and 18-year-old citizens are able to vote and fully participate in government. Nevertheless, challenges remain. In recent presidential elections only about half of the voting population actually voted.

## Voting Facts and Myths

1. You must provide a legitimate reason for requesting an absentee ballot.
2. Absentee ballots and early votes are only counted if the election is close.
3. If there is a discrepancy when voting you may request and cast a provisional ballot.
4. You must vote in the precinct where you live.
5. You can't vote if the address on your ID doesn't match the address on the voter roll.
6. You can't wear campaign buttons, hats, or shirts to the polling site on Election Day.
7. If your family's house is in foreclosure you can't vote.
8. You will be arrested at the polls if you owe back taxes or have an arrest warrant.
9. Election workers get paid.
10. It takes time and money to vote.

## Answers to Learning Activities

### Voting Facts and Myths

1. MYTH – Florida and many other states now have “no fault” absentee ballots.
2. MYTH – All votes are counted.
3. FACT – You have the right to cast a provisional ballot (which will be verified).
4. FACT – Your voter ID card will list your precinct.
5. MYTH – You are still able to vote but must notify election officials of your address.
6. MYTH – Wear what you want but you can’t interfere with the voting process.
7. MYTH – As long as you still reside in the state you can vote.
8. MYTH – Voter rolls do not include any data other than your contact information.
9. FACT – Many communities offer an attractive paycheck for being a poll worker.
10. MYTH – Voting is free and typically takes only a few minutes.

## Election Day Tips

1. In Palm Beach County, the polls are open from 7:00 a.m. to 7:00 p.m. Anyone in line by 7:00 p.m. may still vote.
2. The lines are usually longest from 7:00 a.m. to 9:00 a.m. and again at noon.
3. Know where your precinct is located. On Election Day you must vote in your designated precinct.
4. To locate your precinct, look on your voter information card. The precinct will be near your home. The Palm Beach County Supervisor of Elections website ([www.pbcelections.org](http://www.pbcelections.org)) has information to help you find the precinct.
5. There are often proposed amendments to Florida's Constitution on the ballot. The language is confusing so voters should read the amendments in advance.
6. Bring a valid ID (such as a driver's license or state ID card) to the polls.
7. If there are discrepancies about your address or registration, you may request a provisional ballot.
8. If you observe voting irregularities you can report them to the county election office, the voting official at the polls, or call the U.S. Department of Justice (800-253-3931) or the non-partisan group Election Protection ([www.866ourvote.org](http://www.866ourvote.org)).
9. Bring along reading material in the event the lines are long at the polls. Although, it usually only takes a few minutes to vote.
10. Enjoy being a part of the process during this important election... but don't try to take photos inside the voting site, as it is not permitted.

## REGISTERING TO VOTE

In order to vote, you must complete a voter registration application, which can be found online at the office of your county's Supervisor of Elections or at many government institutions. In Florida, the list of registered voters closes on the 29<sup>th</sup> day before each election and will remain closed until after that election. Therefore, in order to vote you must register at least 29 days before an election. You must also vote in the precinct where you live. This information can be found on the Supervisor of Elections' website and will appear on your voter registration card. Polls in Florida are open from 7:00a.m. to 7:00 p.m. on Election Day.

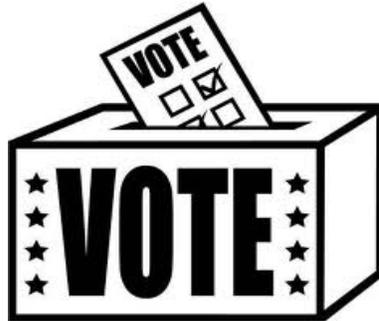
**Register  
to VOTE**

To Register You Must:

- Be a U.S. citizen
- Be a Florida resident
- Be 18 years old (you may pre-register if you are 17)
- Not claim the right to vote in any other county or state
- Not now be adjudicated mentally incapacitated with respect to voting in Florida or any other state
- Not have been convicted of a felony without your civil rights having been restored pursuant to law
- Submit your Florida driver's license number or Florida identification card number (if you do not have either of these you must provide your Social Security number)

Once your Voter Registration Application has been processed, you will be mailed a Voter Registration Identification Card, which will have the location of your voting precinct listed. Florida law requires that you bring a photo ID with signature when you go to the polls to vote. Acceptable forms of ID are: Florida driver's license, Florida identification card, U.S. passport, employment badges, military ID cards, and so on.

If you are out of the county, unable to physically go to the polls, or simply wish to vote in the convenience of your home, you may request an Absentee Ballot to be mailed to you. When requesting an Absentee Ballot, you must provide your name, address, date of birth, and signature. The ballot must be submitted by 7:00 p.m. on Election Day and is not accepted at any poll location.



Susan Bucher, Supervisor of Elections  
Palm Beach County Elections Office  
240 South Military Trail  
West Palm Beach, FL 33415  
Ph. 561-656-6200  
Web: [www.pbcelections.org](http://www.pbcelections.org)

## Ballots and Referenda

Ballots can appear complicated and confusing. However, there are only a few basic components to a ballot and only a few types of voting systems used.

All state constitutions – like the U.S. *Constitution* – are meant to be living documents. As such, many ballots contain constitutional amendments on which the public may vote. If approved by the voters, those amendments will be added to the state constitution.

Citizens are permitted to get an amendment or referendum placed on the ballot by securing enough voter signatures beforehand. There are several steps involved. The first is for the individual or group seeking to propose an amendment to register with the Florida Division of Elections as a political committee. The proposed amendment must then be submitted to the Division of Elections for review to determine if it is written in proper legal format. Any petitions circulated among voters for their signature must be marked as a “Constitution Amendment Petition” and state the name of the sponsoring political committee. State law requires that the title of an amendment on a ballot be no more than 15 words long and the summary description of it not exceed 75 words.

Petitions must include the signee’s name, legal address, date of birth, voter registration number, signature, and date of the signature. Only one voter/signature per page is permitted. Once the petition forms are completed they must be submitted to the Supervisor of Elections in the county where the signee resides along with a fee (approximately 10 cents per signature) to cover the cost of validating the signatures. There is a process to request a waiver of the fee, however. Petitions are due by February 1 of the year of the election. The petitions are also reviewed by the Division of Elections, State Attorney General, and the Florida Supreme Court. In order to get on the ballot, the individual or group must obtain signatures from eight percent of the votes cast in the previous election and the petitions must come from at least half the state’s congressional districts. Once the petition signatures are obtained, they are good for four years from the date signed.

## Voting Timeline

**1789** The first presidential election was held and George Washington won by a unanimous vote.

**1800** Thomas Jefferson tied Aaron Burr for the presidency; the Electoral College was inconclusive so the House of Representatives selected Jefferson after 35 tied ballots. Jefferson's Democratic-Republican Party replaced the Federalists as the ruling party until 1828.

**1804** The 12<sup>th</sup> Amendment, the first reform of the Electoral College, required distinct ballots for president and vice president.

**1824** John Quincy Adams defeated Andrew Jackson for the presidency but without the majority of the Electoral College vote (required by the Constitution to win the office), but other candidates gave their votes to Adams who won the contested race.

**1828** Andrew Jackson defeated John Quincy Adams for the presidency and established the Democratic Party.

**1830** Presidential nominating conventions replaced caucuses as a means of picking party nominees.

**1840** William Henry Harrison became the first Whig Party president.

**1860** Abraham Lincoln became the first president of the new Republican Party.  
Amendment to the U.S. Constitution was ratified. Black males won the right to vote.

**1876** Rutherford B. Hayes failed to win the popular vote but defeated Samuel Tilden by a controversial 185-184 Electoral College margin.

**1877** Northern "Reconstruction" of the South ended and southern states denied blacks full political enfranchisement by using grandfather clauses, literacy tests, poll taxes, and outright violence (which lasted until the Civil Rights Movement and the 1965 Voting Rights Act).

**1886** The first voting machine was invented by Thomas Edison. Congress complained that it worked too fast and refused to use it! A new machine was invented in 1892 and used in Lockport, New York.

**1888** Benjamin Harrison failed to win the popular vote but defeated Grover Cleveland in the Electoral College.

**1890s** The “Progressive Era” began (and ran until 1920) and ushered in voter registration requirements, direct primaries, secret ballots, and other voting reforms.

**1913** The 17<sup>th</sup> Amendment provided for the direct election of U.S. Senators (they were picked by state legislatures).

**1920** Women won the right to vote with the passage of the 19<sup>th</sup> Amendment.

**1933** The 20<sup>th</sup> Amendment established noon on January 20 after an election as the start of the new president’s term (it was March 4).

**1948** Even after the citizenship Act of 1924 made Native Americans citizens of the United States, they were often not allowed to vote but finally secured this right.

**1951** The 22<sup>nd</sup> amendment limited a president to two terms in office (took effect in 1953).

**1961** The 23<sup>rd</sup> Amendment granted electoral votes to the District of Columbia.

**1964** The 24<sup>th</sup> Amendment eliminated poll taxes and other measures to deny voting rights.

**1965** Voting Right Act prohibited states from requiring literacy tests and poll taxes as preconditions to voting. African Americans and other disenfranchised individuals and groups voted in record numbers.

**1971** After youth protests over the Vietnam War, the voting age was lowered from 21 to 18 by the 26<sup>th</sup> Amendment.

**1984** Geraldine Ferraro became the first woman vice presidential nominee on a major party ticket.

**2000** People were able to vote online for the first time in Arizona's Democratic Primary Election; George W. Bush defeated Al Gore in a Controversial Presidential race where Bush lost the popular vote but won the Electoral College after a contested recount in Florida.

## *Women's Voting Rights*

**1848** Led by Elizabeth Cady Stanton and Lucretia Mott, women called for equal rights at the Seneca Falls Convention in New York.

**1872** Victoria Woodhull became the first woman to run for president of the United States on an equal rights third-party ticket.

**1887** Susanna Madora Salter of Argonia, Kansas was elected as the first woman mayor in the United States.

**1894** Estelle Reel Meyer was the first woman elected to a state office when she became Superintendent of Public Instruction in Wyoming.

**1912** Juliette Low founded and became the first president of the Girl Scouts USA, one of the first professional organizations for women/girls.

**1916** Jeanette Rankin of Montana was the first woman elected to Congress as a member of the U.S. House of Representatives.

**1918** Anne Martin of Montana was the first woman to run for the U.S. Senate.

**1920** The 19th Amendment was ratified giving women the right to vote in all national and state elections.

**1922** Rebecca Felton was the first female U.S. Senator when she was appointed by the governor to fill a Senate vacancy.

**1924** Nellie Tayloe Ross of Wyoming and Miriam Ferguson of Texas became the first and second women governors in the United States.

**1932** Hattie Wyatt Caraway of Arkansas became the first woman to win an election to the U.S. Senate.

**1933** Frances Perkins became the first woman appointed to a Cabinet position, serving as Franklin D. Roosevelt's Secretary of Labor.

**1944** Dorothy McElroy Vredenburg of Alabama became secretary of the Democratic National Committee, making her the first woman appointed to a leadership position of one of the two main national political parties.

**1960** Sirimavo Bandaranaike of Sri Lanka became the world's first elected woman prime minister.

**1968** Shirley Chisholm of New York was the first African American woman elected to the U.S. House of Representatives.

**1974** Ella Grasso was elected Governor of Connecticut, the first woman elected a state governor in her own right (others had been appointed or ran when their husband's governorships ended).

**1981** Sandra Day O'Connor became the first female justice on the U.S. Supreme Court.

**1984** Geraldine Ferraro was the first woman vice presidential nominee on a major party ticket (she was selected by Democratic presidential nominee Walter Mondale).

**1985** Wilma Mankiller, a Cherokee, became the first female chief of a Native American tribe.

**1988** Susan Estrich was the first woman to run a national presidential campaign (she managed the campaign of Democratic nominee Michael Dukakis).

**1997** Madeleine Albright was appointed as the first female Secretary of State (by President Bill Clinton).

**2001** Condoleezza Rice became the first woman National Security Advisor (appointed by President George W. Bush).

**2008** Hillary Rodham Clinton, a Democrat, was the first woman to nearly win the presidential nomination of a major political party.

**2008** Sarah Palin became the second female vice presidential nominee and first on a Republican ticket when she is selected by John McCain.

## ELECTIONS 101



### Primary and General Elections

A Primary Election is a preliminary election between two or more individuals in one political party. The candidate with the highest number of votes becomes the party's nominee and runs in the General Election.

A General Election is a national, state, or local election featuring nominees from the political parties. National Election Day is the first Tuesday after the first Monday in November.

### Partisan and Nonpartisan Elections

A nonpartisan election is held the same day as the primary election. The candidates do not run as representatives of any political party. A partisan election means that candidates are affiliated with a political party.

## Elected Offices

### I. Federal Government

- a. President and vice president
  - Term is four years
  - Term limit: two terms
  - Election in November; term begins in January
- b. U.S. Senate
  - Term is six years
  - Term limit: none
  - Election in November; term begins in January
- c. U.S. House of Representatives
  - Term is two years
  - Term limit: none
  - Election in November; term begins in January

### II. Florida State Government

Executive officers: governor, lieutenant governor, and three cabinet members: attorney general, chief financial officer, and commission of agriculture.

- a. Executive Officers
  - Term is four years
  - Term limit: two terms
  - Election in November; term begins in January
- b. Florida State Senate
  - Term is four years
  - Term limit: two terms
  - Election in November; term begins next day
- c. Florida House of Representatives
  - Term is two years
  - Term limit: four terms
  - Election in November; term begins next day

### III. Florida Judicial Branch

- a. Supreme Court Justices and Appellate Judges
  - Term is six years
  - Term limit: none
  - Election on Primary Day; term begins in January
- b. Circuit Court and County Court Judges
  - Term is six years
  - Term limit: none
  - Election on Primary Day; term begins in January

### IV. Florida County Government

There are 67 counties in Florida, each with seven constitutional or executive officers: clerk of circuit court, public defender, property appraiser, sheriff, state attorney, supervisor of elections, and tax collector.

- a. County commissioners
  - Term is four Years
  - Term limit: two terms
  - Election in November; term begins two weeks later
- b. County constitutional officers
  - Term is four years
  - Term limit: none
  - Nonpartisan elections on Primary Day

## The Language of Elections

**Apportionment:** The process of reallocating voters within a legislative district on account of changes in the population (also called “redistricting”).

**At-large election:** An election in which candidates for office must compete throughout the jurisdiction as a whole.

**Baker v Carr:** The 1962 Supreme Court decision giving voters the right to use the courts to rectify the mal-apportionment of legislative districts.

**Bandwagon effect:** The tendency of voters to follow the lead of the media, which declares some candidates as perceived winners and others losers.

**Black codes:** Laws passed by southern states after the Civil War that denied legal rights to newly freed slaves (also called “Jim Crow” laws).

**Boll weevils:** Conservative Democrats, mainly from the South, who often vote with the Republican Party.

**Buckley v Valeo:** the 1976 Supreme Court case that upheld limits on campaign contributions but allowed donations to candidates as a form of free speech.

**Chads:** A perforated part of a ballot; the area appearing next to a candidate’s name in a punch-card ballot that is to be punched-out by the voter.

**Closed primary:** A Primary Election restricted to only registered members of a political party.

**Convention:** A gathering of political party delegates to select candidates and set policy.

**Dixiecrat:** A member of a group of southern, segregationist Democrats who advocated state’s rights.

**Electoral College:** Representatives from each state who cast the final ballots for president.

**Exit polls:** Polls on Election Day given to voters as they are leaving the voting precincts.

**FEC:** The Federal Election Commission, created in 1975 as a result of legislation in 1971 and 1974 regulating campaigns, charged with enforcing election law.

**Frontloading:** When states select earlier dates in the presidential primary calendar in order to increase the amount of attention the state gets and the role played by the state in the election.

**Frontrunner:** A candidate leading in the polls or identified by pundits as the likely winner.

**Gerrymandering:** Designing legislative districts for political purposes in order to benefit a candidate or party.

**GOP:** The Grand Old Party or Republican Party, founded in 1856.

**Incumbent:** The candidate for office currently serving in office.

**Lame duck:** An officeholder that lost an election or is unable to serve another term but still holds power for a limited time.

**Open primary:** A primary election in which party members, independents, and members of other parties are allowed to vote.

**Platform:** A statement of a political party's positions on the issues.

**Plebiscite:** A direct vote by all the people on a certain measure.

**Primary election:** An election in which voters decide which of the candidates within a party will represent the party in the general election.

**Referendum:** A procedure whereby a legislature submits proposed legislation to the voters for approval.

**Straw poll:** An unscientific survey to gauge public opinion in a convenient manner.

**Tracking poll:** A continuous survey that enables the public or a campaign to chart rises or falls in support over time.

# PRESIDENTIAL CAMPAIGNS AND ELECTIONS



## Presidential Debates

The presidential debates are surrounded by suspense and drama, as millions of Americans tune in to watch the next leader of the free world. But do the debates influence the way we vote? Have presidential candidates always participated in debates? And, what are the keys to winning debates?

### *Debate Q&A...*

#### **Have there always been presidential debates?**

No. There were no presidential debates, as we now know them, until recently. Candidates avoided debating by claiming that such debates would diminish the image of the office. Nor did the media believe it was necessary to demand debates.

#### **Why?**

Historically, one of the reasons for not having debates was the 1934 Communication Act. This well-intentioned piece of legislation required all candidates for office be given “equal time” by the press. Accordingly, if the two major party candidates debated, all third-party candidates would have to be invited. At times, there were many third parties promoting candidates.

#### **What about the candidates themselves?**

Incumbents and frontrunners typically refused to debate their underdog challengers, reasoning that they had nothing to gain but much to lose by sharing the stage with their opponents. Now, however, a candidate would be hard-pressed to refuse to debate and would come across as looking weak if he or she did so.

#### **When was the first debate?**

The first formal debate among the party nominees in modern times was in 1960 and featured John F. Kennedy against Richard Nixon. However, there

were no General Election presidential debates in 1964, 1968, and 1972. Debates resumed in 1976 and have been held every four years since then.

**What about primary election debates?**

The Republican candidates participated in a primary debate in 1948. Thomas Dewey eventually won the Republican nomination that year but did not debate Harry Truman, the incumbent president. In 1956, the role was reversed. The Democrats had a debate in the primary race but there was no debate between Adlai Stevenson and the incumbent president, Dwight Eisenhower. In 2007 and 2008, the Democratic candidates had over 20 debates, which was a record and is the approximate number of primary debates scheduled for the Republicans in 2011 and 2012.

**When are the debates?**

There are three presidential debates and one vice presidential debate scheduled for 2012. The presidential debates will be held on October 3 at the University of Denver, October 16 at Hofstra University, and October 22 at Lynn University, and the vice presidential debate will be held at Centre College on October 11.

**What is the format of the debates?**

There are typically three presidential and one vice presidential debates. Some recent elections have featured a debate that has focused on foreign policy questions and there is usually now a town hall-style debate (which will be the second presidential debate in 2012), where audience members ask the candidates questions.

**Who determines the format and location of the debates?**

Ever since 1988, the non-profit Commission on Presidential Debates has sponsored and organized the General Election debates. Prior to 1987, the League of Women Voters assumed that role.

**Do third-party nominees participate?**

Some "minor" or third-party nominees have participated. For instance, in 1980, John Anderson debated Ronald Reagan, the Republican nominee, and in 1992 the Reform Party nominee, Ross Perot, participated in all three debates with his Democratic and Republican rivals. Likewise, Perot's vice presidential nominee, James Stockdale, participated in the vice presidential debate.

**Why don't more third-party nominees participate?**

The rules now require that, to be eligible to debate, third-party candidates must pass the threshold of 15 percent in opinion polls and must appear on the ballots in enough states to be able, hypothetically, to win the Electoral College.



*Did you know...*

**Looks matter!**

The 1960 debate between John F. Kennedy and Richard M. Nixon was nationally televised. Interestingly, those who watched the debate on television felt that Kennedy had won; whereas, those listening on the radio gave the debate to Nixon. What explains the difference? The visual image. Kennedy wore a tailored suit and was a natural in front of the camera, coming across as calm and collected. Nixon, on the other hand, looked uncomfortable, had beard stubble, and under the hot studio lights looked pasty and sweaty.

**He said WHAT?**

President Gerald Ford uttered one of the most infamous gaffes during his 1976 debate against Jimmy Carter. In response to a question about the Cold War, Ford stated, "There is no Soviet domination of Eastern Europe, and there never will be under a Ford Administration." Of course, the statement was the exact opposite of the truth. The audience was shocked by Ford's mistake and in November he lost a very tight election.

**Saved by the zinger**

Ronald Reagan was anything but impressive in the first debate in 1984. Press coverage of the debate described the President as tired and confused. Not surprisingly, the oldest president in history was asked during the next debate whether his age was a factor. Reagan skillfully turned the question to his favor when he chuckled, "I want you to know that also I will not make age an issue of this campaign. I am not going to exploit, for political purposes, my opponent's youth and inexperience." The audience and public responded very favorably to the zinger.

**The smack down!**

George Bush's selection of Dan Quayle as his running mate in 1988 was immediately seen as a mistake. The tongue-tied Senator became a liability for Bush, especially during the vice presidential debate. During the debate, Quayle tried to quiet criticism that he was not ready for prime time, boasting "I have far more experience than many who sought the office of vice president. I have as much experience in Congress as John Kennedy

when he sought the presidency.” However, Quayle’s opponent, Lloyd Bensten, shot back, “Senator, I served with Jack Kennedy. Jack Kennedy was a friend of mine. Senator, you’re no Jack Kennedy!” A shell-shocked Quayle did not know what to say and then muttered, “That was really uncalled for, Senator.” But, Bensten pointed out, “You’re the one who was making the comparison, Senator.” The exchange proved embarrassing for Quayle.

### **Striking out**

The 1988 Democratic nominee, Michael Dukakis, despite being a very successful governor of Massachusetts, was dogged by criticism that he was an unemotional “ice man.” Dukakis missed a golden opportunity to appear passionate during the debate when he was asked a question involving the case of an African American inmate in his state who, after being paroled, went on a violent crime spree. The matter was well known, because it was used as a negative, attack ad against Dukakis during the campaign and the Governor’s opponent, Vice President George Bush, alleged that it was an example of Dukakis being “soft on crime.” So, during the debates the question was asked, “Governor, if [your wife] were raped and murdered would you favor an irrevocable death penalty for the killer?” Rather than responding with an emotional defense of his wife, which was what the public desired, Dukakis stated blandly, “No, I don’t... And I think you know that I’ve opposed the death penalty during all my life...” Dukakis offered a technically correct but technocratic answer.

## Previous Presidential Debates

<u>Year</u>	<u>Number of Debates</u>	<u>Democrat</u>	<u>Republican</u>
1960	4 pres. & 0 vice pres.	John F. Kennedy	Richard Nixon
1964	No debates	Lyndon B. Johnson	Barry Goldwater
1968	No debates	Hubert Humphrey	Richard Nixon
1972	No debates	George McGovern	Richard Nixon
1976	3 pres. & 1 vice pres.	Jimmy Carter	Gerald Ford
1980	2 pres. & 0 vice pres.	Jimmy Carter	Ronald Reagan
1984	2 pres. & 1 vice pres.	Walter Mondale	Ronald Reagan
1988	2 pres. & 1 vice pres.	Michael Dukakis	George Bush
1992	3 pres. & 1 vice pres.	Bill Clinton	George Bush
1996	2 pres. & 1 vice pres.	Bill Clinton	Bob Dole
2000	3 pres. & 1 vice pres.	Al Gore	George W. Bush
2004	3 pres. & 1 vice pres.	John Kerry	George W. Bush
2008	3 pres. & 1 vice pres.	Barack Obama	John McCain
2012	3 pres. & 1 vice pres.		

## National Party Conventions

### *Convention Q&A...*

#### **What is a national party convention?**

The convention is a meeting of party leaders and delegates who gather every four years to select the party's presidential nominees, establish party rules, develop a platform on the issues, and unite the party.

#### **How long have the parties been having conventions?**

Since 1832 the parties have been hosting conventions. Prior to the 1830s, presidential nominees were selected by a few party leaders and members of Congress in backroom meetings called caucuses.

#### **How do the parties pick a city for their conventions?**

A year or two before the convention date, the national parties begin raising money and accepting proposals from prospective cities. The political parties select a city based on its ability to host a convention and the strategic importance of the state in the upcoming election. Being selected offers the host city a lot of publicity and, because of the number of people who attend a convention, an economic boost as well.

#### **When are the conventions?**

The conventions are generally four days in length and occur in July, August, or September. In 2012, the Republican convention will be in Tampa in late August and the Democrats will meet in Charlotte in early September. The party controlling the White House generally gets to have its convention last.

#### **What happens at the conventions?**

A few thousand people gather to have a good time but some serious business also occurs at conventions. The delegates participate in the formal act of voting for the nominee and drafting the party's official platform on the issues. Party leaders and the presidential and vice presidential nominees (as well as their spouses) give speeches.

#### **Are they still necessary?**

Since 1972 the conventions have become largely ceremonial affairs. The suspense of the announcement of the nominee has been replaced by what are essentially scripted, four-day infomercials with a red, white, and blue balloon drop. But they still serve to unite the party, build support for the nominee, and iron out discrepancies between leaders and factions within the party.

#### **Did any surprise candidates end up winning the nominations?**

Yes. Sometimes a compromise candidate emerged to win the nomination, such as in 1860 with Abraham Lincoln, who positioned himself as an alternative to the main three candidates. More recently, Warren Harding

was selected in 1920 by party leaders who met in a hotel room to find a compromise candidate. If no candidate has a majority of the party's delegates what is called a "brokered convention" could occur.

**Any memorable moments at conventions?**

Plenty. Conventions used to feature serious debates on the main issues. For instance, the conventions of 1856 and 1860 contained debate on slavery and disunion, while the Democratic convention of 1948 was deeply divided over civil rights. Violence erupted at the Democratic convention of 1968 because of the Vietnam War. More recently, Barack Obama went from being an unknown to a party star because of his memorable keynote address at the Democrat's 2004 convention.

## Previous Convention Sites

DEMOCRATS		REPUBLICANS		
<u>Year</u>	<u>Host City</u>	<u>Nominee</u>	<u>Host City</u>	<u>Nominee</u>
1900	Kansas City	Bryan	Philadelphia	McKinley
1904	St. Louis	Parker	Chicago	Roosevelt
1908	Denver	Bryan	Chicago	Taft
1912	Baltimore	Wilson	Chicago	Taft
1916	St. Louis	Wilson	New York	Hughes
1920	San Fran.	Cox	Chicago	Harding
1924	New York	Davis	Cleveland	Coolidge
1928	Houston	Smith	Kansas City	Hoover
1932	Chicago	Roosevelt	Chicago	Hoover
1936	Philadelphia	Roosevelt	Cleveland	Landon
1940	Chicago	Roosevelt	Philadelphia	Wilkie
1944	Chicago	Roosevelt	Chicago	Dewey
1948	Philadelphia	Truman	Philadelphia	Dewey
1952	Chicago	Stevenson	Chicago	Eisenhower
1956	Chicago	Stevenson	San Fran.	Eisenhower
1960	Los Angeles	Kennedy	Chicago	Nixon
1964	Atlantic City	Johnson	San Fran.	Goldwater
1968	Chicago	Humphrey	Miami	Nixon
1972	Miami	McGovern	Miami	Nixon
1976	New York	Carter	Kansas City	Ford
1980	New York	Carter	Detroit	Reagan
1984	San Fran.	Mondale	Dallas	Reagan
1988	Atlanta	Dukakis	New Orleans	Bush
1992	New York	Clinton	Houston	Bush
1996	Chicago	Clinton	San Diego	Dole
2000	Los Angeles	Gore	Philadelphia	Bush
2004	Boston	Kerry	New York	Bush
2008	Denver	Obama	St. Paul	McCain
2012	Charlotte	Tampa		

*Did you know...***First convention**

The first national party convention was held in September of 1831 by the Anti-Mason Party.

**Television coverage**

The first telecast of a national party convention occurred when an NBC affiliate covered the 1940 Republican Convention in Philadelphia.

**Copycats**

The same city has hosted both the Democratic and Republican conventions a few times. For instance, both parties held their conventions in Chicago in 1932, 1944, and 1952, in Philadelphia in 1948, and in Miami in 1972.

**Unusual hosts**

Major cities have hosted conventions, but a few unlikely cities have hosted national conventions, including Harrisburg, Atlantic City, and St. Paul. Both host cities for 2012 are outside the normal choices.

**Deja-vu**

The same two nominees faced one another in back-to-back conventions. In 1952 and 1956, Dwight Eisenhower and Adlai Stevenson squared off. Also, the Democrats held their national convention in the same city from 1832 to 1852 (Baltimore). The Whig Party also held their convention in Baltimore from 1844 to 1860 (after holding their first convention in Harrisburg).

**If at first you don't succeed...**

John Davis did not secure the Democratic nomination in 1924 until the 103<sup>rd</sup> ballot.

## Presidential Inaugurations

The inauguration celebrates the coronation of the President of the United States and is an important part of the pageantry of American democracy, marking the transition of one government to another.

### *Inaugural Q&A...*

#### **When was the first inauguration?**

The first inauguration celebrated both the *Constitution* taking effect and George Washington's presidency. Although the *Constitution* officially commenced on March 4, 1789, a harsh winter delayed members of Congress from convening to count the balloting for president until April. Allowing General Washington ample time to travel to the event, the first inaugural did not occur until April 30, 1789.

#### **Is there a required date for the event?**

Because the *Constitution* is silent on the matter of when presidents are to be inaugurated, the date the *Constitution* took effect (March 4) was designated as inauguration day. However, Franklin D. Roosevelt was concerned about the lengthy period between the election and inauguration, especially when he took office in 1933 because of the crisis of the Great Depression. So, the inauguration was moved to noon on January 20 by constitutional amendment (the 20<sup>th</sup>), and this has been the date ever since 1937.

#### **Are inaugurations always held in Washington, DC?**

Most presidents are inaugurated in front of the Capitol Building in Washington. However, because the capital city was still under construction in 1789, George Washington was inaugurated at Federal Hall in New York City. John Adams, the second president, was inaugurated in the temporary capital in Philadelphia in 1797. Some presidents assumed office on the assassination or death of their predecessor and were thus sworn in at another location. For instance, after John F. Kennedy's assassination in 1963 in Dallas, Vice President Lyndon B. Johnson was sworn in on the flight from Dallas back to Washington.

#### **Is there a secret ceremony?**

There is no secret ceremony, despite the conspiracy theories (or so I am told!). However, if inaugural day falls on a Sunday, the president-elect takes the oath in a private ceremony that day. The public swearing-in and festivities occur the next day.

#### **Are presidents required to say the oath?**

Yes, all presidents take the oath of office, as called for in Article II of the *Constitution*. All but Teddy Roosevelt took it with their hand on a *Bible*, a custom George Washington preferred and other presidents have adopted.

Roosevelt became president in 1901 on the assassination of President William McKinley and he did not use a *Bible* in the ad hoc ceremony in Buffalo, New York.

**What is the oath?**

“I do solemnly swear that I will faithfully execute the office of the President of the United States, and will to the best of my ability, preserve, protect, and defend the *Constitution* of the United States.”

**Can a president change the oath?**

Franklin Pierce (1853) and Herbert Hoover (1929) both used the word “affirm” in place of “swear” in their oaths, which is permissible.

**Does the outgoing president attend the new president’s inauguration?**

Most outgoing presidents attend the inauguration of the incoming president but there is nothing in the Constitution mandating this. Nearly all do out of respect for the office and peaceful transition of government. Aside from the incidents of deaths in the office, there were four notable exceptions. John Adams skipped Thomas Jefferson’s inauguration in 1801 because he was sour over his loss to his former friend. John Quincy Adams did the same thing with Andrew Jackson’s inauguration in 1829 because of the bitter tone of their campaigns. Andrew Johnson was a no-show for U.S. Grant’s 1869 inauguration, also because of bad blood between the men. Richard Nixon, who had just resigned in disgrace from the office in 1974, did not attend Gerald Ford’s inauguration.



### *Did you know...*

#### **The address**

The inaugural address, along with the actual swearing-in ceremony, is one of the highlights of the festivities. In the address, presidents typically thank their supporters, bestow blessings on the nation, call for God's help, and lay out their vision for the country. Surprisingly, most inaugural addresses have been uninspiring. Notable exceptions are Franklin D. Roosevelt's first inaugural (1933) which stated, "The only thing we have to fear is fear itself" and John F. Kennedy's inaugural (1961) with its famous line, "Ask not what your country can do for you..."

#### **The greatest?**

Most historians agree that the FDR and JFK inaugurals are among the best but that Abraham Lincoln's second inaugural address might be the greatest. Even Lincoln thought it surpassed both his first inaugural address and famous Gettysburg Address. In his second inaugural, Lincoln challenged the nation to patch up the wounds of the Civil War and move forward "with malice toward none, with charity for all."

#### **Brevity is best**

The shortest inaugural address was George Washington's second which was only 135 words. Among the briefest addresses were those by Abraham Lincoln (1865) and Zachary Taylor (1849), which were 698 and 995 words, respectively. Interestingly, these two were perhaps the best and worst, respectively, in history!

#### **Long winded**

The longest inaugural address was delivered by William Henry Harrison in 1841 and was a whopping 4445 words. Ironically, Harrison, in an effort to show he was a tough frontiersman and still up for the job despite his advanced age, chose not to wear his overcoat, gloves, or hat even though the weather was bad. The new president caught pneumonia and was dead one month later.

**Hot and cold**

The coldest recorded inauguration day was a chilly 7 degrees (f) in 1985 for Ronald Reagan's second inauguration. Reagan also enjoyed the warmest day on record at a comfortable 55 degrees (f) for his first inaugural in 1981.

**Chief justice**

Presidents are typically sworn in by the Chief Justice of the U.S. Supreme Court. Upon the death of Warren G. Harding in 1923, however, officials had difficulty locating Vice President Calvin Coolidge, who was in his hometown of Plymouth Notch, Vermont. When officials arrived in the remote, sparsely populated village, Coolidge took the oath from his father, who was the town's justice of the peace. Another noteworthy moment was in 2009 when Chief Justice John Roberts botched the words to the oath.

**Somber affair**

President Franklin Pierce had lost two of his three children in infancy. When his only remaining child, Benjamin, was killed in a train wreck just prior to the inauguration of 1853, the ceremony was cloaked in mourning. Mrs. Pierce was so emotional she could not attend her husband's inaugural. The outgoing first lady, Abigail Fillmore, presided over Pierce's inaugural events but caught pneumonia during the ceremony. She died a few days later.

**Inaugural parade**

In addition to a series of inaugural balls and galas, the inaugural festivities include a parade down Pennsylvania Avenue. The first official parade was held in 1889 for Benjamin Harrison but there is a long history of ceremonies lining the roads to the White House. Thomas Jefferson decided to walk to and from his inaugural and some recent presidents, beginning with Jimmy Carter, stopped their motorcade in order to walk down Pennsylvania Avenue. Abraham Lincoln invited black citizens to walk in his inaugural parade as a gesture of support for abolition and rights.

**Poetry**

A handful of presidents have asked poets to address the inaugurations. John F. Kennedy's 1961 ceremony benefitted by the words of poet laureate Robert Frost, as did Bill Clinton's inauguration in 1993, which featured a reading by Maya Angelou. Barack Obama in 2008 had a variety of cultural performances as part of his inauguration.

**Inaugural mess**

In 1829, Andrew Jackson, a man from the frontier, opened the White House to his guests, many of whom were attired in buckskin and hailed from the frontier. Some 20,000 people crashed the party, drinking massive amounts of alcohol and wrecking the building. The new president had to flee the mansion for his safety and spent his inaugural in a hotel.

## UNDERSTANDING THE ELECTORAL COLLEGE



### An Electoral System like No Other

Every fourth November, after almost two years of campaign hype and money, millions of Americans vote for a president. Even though the results of the vote are eagerly and immediately reported by media outlets, the vote is technically only an unofficial vote. The official vote for the president comes on the first Monday after the second Wednesday in December when “electors” from the states gather in state capitals and cast their votes for president. The electors are known as the Electoral College. Confused? It is, indeed, an electoral system like no other. The Electoral College system was established in Article II of the Constitution and amended by the 12th Amendment in 1804. It needs some explaining!

When you vote for a presidential candidate you are really voting to instruct the electors from your state to cast their votes for the same candidate. For example, if you vote for the Republican nominee, you are really voting for an elector who generally is supposed to be "pledged" to vote for the same person. The nominee who wins each particular state gets all of that state's electoral votes (except for Maine and Nebraska, which award one electoral vote per congressional district).

Each state gets a number of electors equal to its number of members in the U.S. House of Representatives plus one for each of its two U.S. Senators. So, if Florida sends 25 individuals to the U.S. House, it gets 25 House + 2 Senate votes, for a total of 27 electoral votes. (In 2012, Florida will receive two more

congressional districts/electoral votes because of reapportionment and population growth.) The District of Columbia also gets electors but cannot have more than the smallest state. So, DC gets three electors. While state laws determine how electors are chosen, they are generally selected by the political party committees within the states. Since Electoral College representation is based on congressional representation, states with larger populations get more Electoral College votes and have more influence in picking a president.

When the Electoral College meets in December after the election, each elector gets one vote. Thus, a state with eight electors would cast eight votes. There are 538 electors (435 in the House, 100 in the Senate, and 3 for DC) in total and for a president to win the Electoral College the Constitution requires that he or she receive a majority, which is 270 electoral votes.

Should none of the candidates win 270 electoral votes, the 12th Amendment specifies that the U.S. House of Representatives select the winner from among the top three vote getters. The combined representatives of each state get one vote (so Florida would cast one vote depending on which of the candidates received a majority of the votes from its electors) and a simple majority of states is required to win. This scenario has happened twice. Thomas Jefferson and John Quincy Adams were elected by the House of Representatives in 1800 and 1824, respectively.

While the state electors are typically "pledged" to vote for the candidate of the party that chose them, nothing in the *Constitution* requires them to do so. In rare instances, an elector will defect and not vote for his or her party's candidate. Such "faithless" votes rarely change the outcome of the election and laws of some states prohibit electors from voting their own preference.

Because the Electoral College is generally a "winner-take-all" system in terms of allocating each state's electoral votes, it is possible that one candidate will win the Electoral College even though he or she lost the popular vote. This has happened with Rutherford Hayes, Benjamin Harrison, and George W. Bush in 1876, 1888, and 2000, respectively.

So we will all go vote on Tuesday, November 6 and before the sun sets in California at least one of the TV networks will have declared a winner. By midnight, one of the candidates will have

probably claimed victory and another will have conceded defeat. But not until the first Monday after the second Wednesday in December will the electors really determine the next president! Why the six-week delay between the General Election and the Electoral College meetings? Back in the 1800s, it simply took that long to count the popular votes and for all the electors to travel to the state capitals. Today, the time is more likely to be used for settling any protests due to election code violations and for vote recounts.

After the controversial presidential election in 2000, just about everybody in the United States was talking about the Electoral College. In the end, of course, Gore won the popular vote (more Americans voted for him), but Bush actually won the presidency, because he was awarded the majority of the votes in the Electoral College.

## Students who make a Difference



**SADD** ([www.sadd.org](http://www.sadd.org)), which stands for Students Against Destructive Decisions (founded as Students Against Drunk Driving), make students and adults aware of the dangers behind driving drunk. They promote saving lives by making sure people do not drive drunk.

The **National Campaign to Stop Bullying** ([www.stopbullying.gov](http://www.stopbullying.gov)) and the organization **Hey UGLY** ([www.heyugly.org](http://www.heyugly.org)), along with numerous national organizations such as the U.S. Department of Health and Human Services and the Maternal and Child Health Bureau are working to raise awareness about the problem of bullying. Likewise, a number of schools in Palm Beach County and Florida are addressing the issue.

**Students Helping Students** ([www.studentshelpingstudents.com](http://www.studentshelpingstudents.com)) is an organization started by two college graduates who shared personal insights on actual life experiences to help other students. They publish books students can read to get advice about high school and college topics such as how to choose the right college, getting money for college, and writing quality high school term papers. In addition they hold annual scholarship contests, where students write about making a difference.

The **Student Conservation Association** ([www.thesca.org](http://www.thesca.org)) donates their time and efforts to conserving natural resources. Students volunteer at national parks, forests, and other public lands to make a difference in how they are maintained for future generations. The organization also provides workshops and travel opportunities for students.

**What kids Can Do** ([whatkidscando.org](http://whatkidscando.org)) is an organization that encourages students to make a difference in their communities. They offer an array of projects and programs for kids to get involved in politics and campaigns, educational and learning projects, food banks and food kitchens, and more.

## Elections and Voting Resources

### **Civics and Voting Issues for Kids and Teens**

Campaign for Young Voters (<http://www.campaignforyoungvoters.com>)

CNN Student News (<http://www.cnn.com/studentnews>)

Kids Voting (<http://kidsvoting.org>)

Rock the Vote (<http://www.rockthevote.com>)

Time for Kids (<http://timeforkids.com>)

### **The American Presidency**

C-SPAN's American Presidents (<http://americanpresidents.org>)

The White House (<http://www.whitehouse.gov>)

### **American Politics and Voting**

League of Women Voters (<http://lwvpbc.org> or <http://thefloridavoter.org>)

Living Room Candidate (<http://thelivingroomcandidate.org>)

Politics1 (<http://www.politics1.com>)

Project Vote Smart (<http://www.votesmart.org>)