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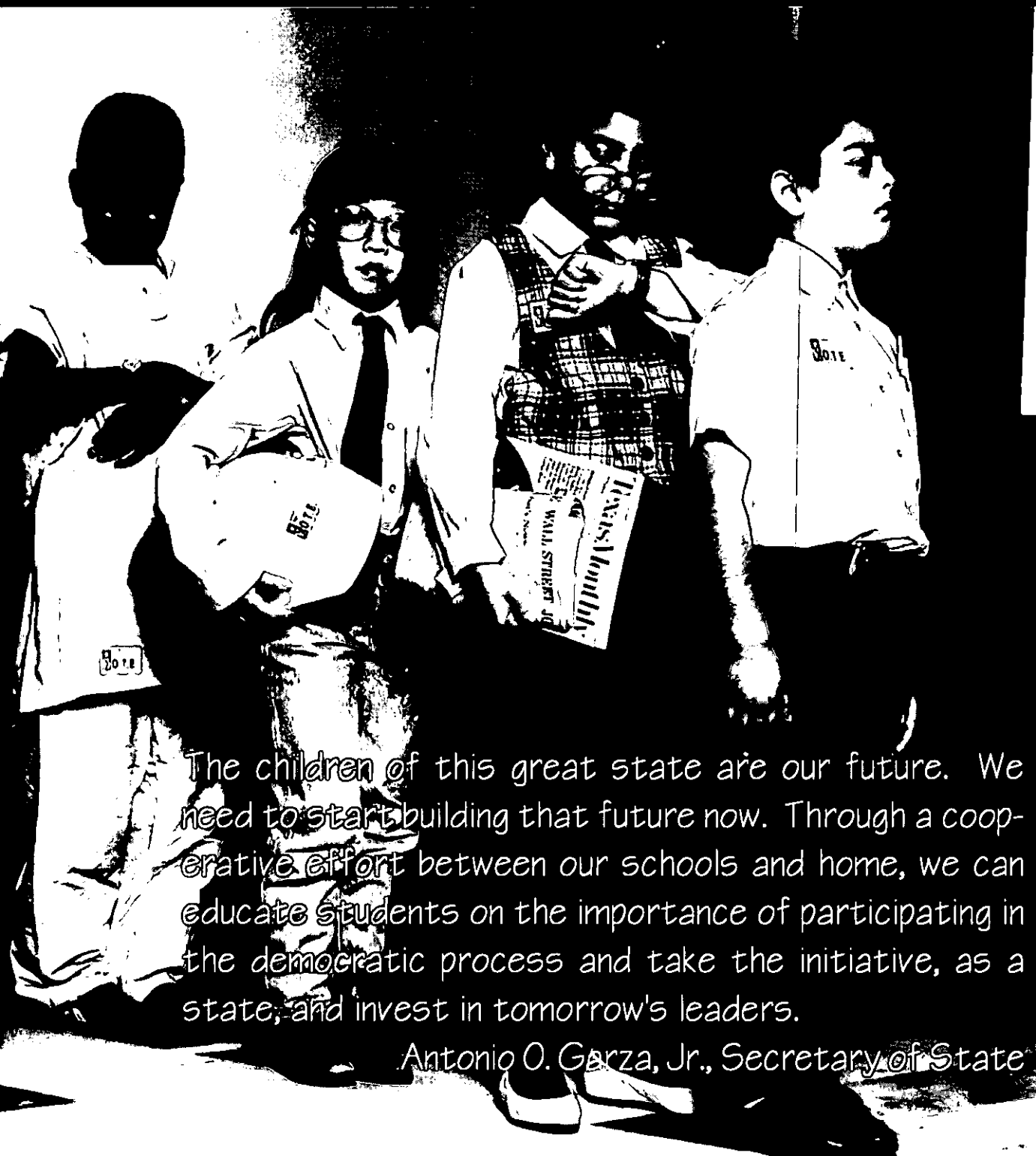
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# THE STATE OF TEXAS



★ Project  
**V.O.T.E.**  
Voters of Tomorrow through Education

The children of this great state are our future. We need to start building that future now. Through a cooperative effort between our schools and home, we can educate students on the importance of participating in the democratic process and take the initiative, as a state, and invest in tomorrow's leaders.

Antonio O. Garza, Jr., Secretary of State

Project V.O.T.E.  
(Voters of Tomorrow through Education)  
Curriculum

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# Project V.O.T.E. Curriculum

Office of the Secretary of State

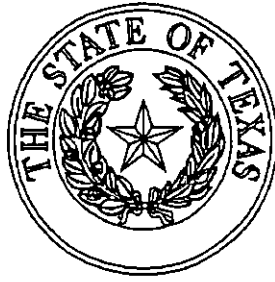
Toll-free 1-(800)-252-VOTE(8683) or (512)-463-5650

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**Secretary of State**

**MEMORANDUM**

TO: Project V.O.T.E. Participants  
FROM: Office of the Secretary of State, Elections Division  
RE: Curriculum and Project Evaluation

We would like to thank you for implementing Project V.O.T.E. this past year. Our program continues to grow and improve thanks to the hard work and input from teachers and students of the great state of Texas.

The attached curriculum was written by teachers, for teachers, and we hope you enjoy its lessons. One of the most important components of this curriculum is the evaluation. We want and need your input to continue making enhancements to this project. Please fill out the attached survey upon completion of the curriculum and return it to our office.

Please outline a lesson or additional activity that you think would enhance the curriculum. Give us the raw idea or material, and we will do the rest of the work by researching the topic of interest, inserting graphics, or expanding on the topic. Any suggestion in this area would be helpful. We will try to use all suggestions to upgrade the material in the curriculum.

Thank you for your support of Project V.O.T.E. We look forward to receiving your evaluation forms. Please mail or fax your completed evaluation to:

**Office of the Secretary of State  
Elections Division  
P.O. Box 12060  
Austin, TX 78711-2060  
1-800-252-VOTE(8683)  
(512) 463-5650  
(512) 475-2811 fax**

Feel free to call our office with questions or comments at 1-800-252-VOTE(8683).

## EVALUATION OF PROJECT V.O.T.E.

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

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

School District: \_\_\_\_\_

Number of students taught: \_\_\_\_\_

Grade level(s) at which Project V.O.T.E. was implemented (Pre-K-12): \_\_\_\_\_

Street address: \_\_\_\_\_

City: \_\_\_\_\_, Texas      Zip: \_\_\_\_\_

Work Phone: \_\_\_\_\_      Fax: \_\_\_\_\_

\_\_\_\_\_

The following section is for the benefit of the Office of the Secretary of State. We ask that you respond to these questions as the program progresses in your class, school, and/or school district.

Please respond in the space provided, attaching additional sheets if necessary. Send corrected or revised curriculum pages along with the evaluation. An update to the curriculum will be sent to you and your regional service center.

1. What could be done to improve the construction of the curriculum? (Appearance, graphics, pictures, overall visual statement, etc...?)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What could be done to improve the presentation of the curriculum to the students? (Readability, understanding, historical information, current information, etc...?)

\_\_\_\_\_  
\_\_\_\_\_

3. Was the curriculum effective in teaching the students the importance of voting?

---

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---

4. What could be done to make the curriculum more effective or relevant to students in their respective grades?

---

---

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5. What additions to the curriculum would you like to see?

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---

---

6. Which elements of the curriculum did you especially like or dislike?

---

---

---

7. What would you do to improve Project V.O.T.E.?

---

---

---

8. What historical events interested your students most?

---

---

---

9. Did your students discuss politics or the election process with their parents?

---

---

---

10. Would your students want to participate in Project V.O.T.E. again? Why or Why not?

---

---

---

***The following pages are for your students and their parents to complete. Please make copies and disperse to interested students. Have students return completed questionnaires to you for mailing, or have the students mail directly to the Office of the Secretary of State.***

## Student Evaluation Form

Student's Name: \_\_\_\_\_

Grade Level: \_\_\_\_\_

Age: \_\_\_\_\_

Address: \_\_\_\_\_

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

School District: \_\_\_\_\_

1. Please describe any involvement that parents had in this program (example- helping the student understand politics or volunteering to help).

---

---

2. What portion of the curriculum did you find particularly interesting?

---

---

3. Did you gain knowledge of the voting process? Explain why or why not.

---

---

---

4. Did you find the Project V.O.T.E. curriculum (circle one):

Interesting

Average

Dull

5. What could be done to make the curriculum more interesting to students in your grade?

---

---

## Parent Evaluation Form

1. Did your child become more interested in the political process as a result of the Project V.O.T.E. program? Please explain.

---

---

---

2. If so, did your child's heightened interest cause you to become more involved in the political process?

---

---

---

3. What non-partisan ideas would you like to see incorporated in the Project V.O.T.E. curriculum?

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---

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The Project V.O.T.E. Membership  
and  
The Office of the Secretary of State

present

PROJECT V.O.T.E.  
(Voters of Tomorrow through Education)

A guidebook of teaching strategies and resources  
for the implementation of Project V.O.T.E.  
into existing Texas curricula.

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by

The Office of the Secretary of State  
State of Texas

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This program was developed by teachers with the intention of assisting fellow teachers by providing supplements and resources to integrate into existing Texas curricula.

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(Voters of Tomorrow through Education)**

The Office of the Secretary of State and general membership of Project V.O.T.E. gratefully acknowledge the generous contributions of the following corporate donors. Without their financial assistance and support, Project V.O.T.E. would not have been possible.

**Southwestern Bell Telephone  
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Texas Monthly  
Union Carbide**



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# Outline of the Program Elements

## Introduction

This program contains a sequence of learning strategies to teach facts and concepts of voter education. We encourage you to use the strategies to incorporate ideas, suggested sequences and objectives in a number of individual lesson plans. The strategies will help you with your preliminary planning. Your individual lesson plans will direct the more specific course of each lesson.

## Teaching Strategies

Teaching strategies are designed to correspond with the learning objectives. (1) Begin with a simple learning experience, a single event; (2) introduce concrete elements, models and simulations; (3) structure a sequence of learning experiences and establish its relationship with the content of the lesson and with some other applications; and (4) involve students in explaining information and predicting outcomes. The strategies are intended to help **you provide learning conditions for voter education to your students**. The objective is to motivate students to actively participate in class.

The strategies included in each grade section are titled for easy identification and referencing. The title of each **strategy** indicates the major focus of the objectives and activities.

## Major Idea

The **major idea** is simply a statement of the major focus of the lesson.

## Learning Objectives

Throughout the entire program, the sequence of learning objectives emerges from fact to principle. In this way, the program provides a **model for sequenced instruction**. Please pay close attention to whether or not the strategy you select includes the **appropriate sequencing of objectives for your students at their skill levels**.

## Evaluation

Student success is the underlying goal of education, and evaluation is an integral part of the planning and instructing process. As you begin to evaluate your students, you may find it necessary to alter your original lesson plans.

## **Materials Needed**

There is a checklist of handouts, equipment, books, worksheets and anything else that must be supplied or ordered in advance for use during a lesson or series of lessons. Resources used by the creating teachers are listed for your convenience.

## **Vocabulary**

The lists of **vocabulary** words are selected for their applicability to the voter education program. They are not necessarily intended to be used as testing instruments. Instead, the lists are comprised of words which may be used during voter education lessons throughout the year.

## **Summary**

Voter education builds toward an understanding of the principles of responsible citizenship. This takes time. Consider your lesson as part of a big picture. If your students do not meet your expectations, change the objectives of your next lesson and move at your students' pace in the direction of the more complex, long-range objectives.

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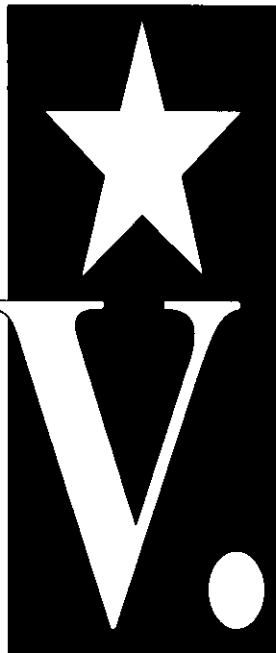
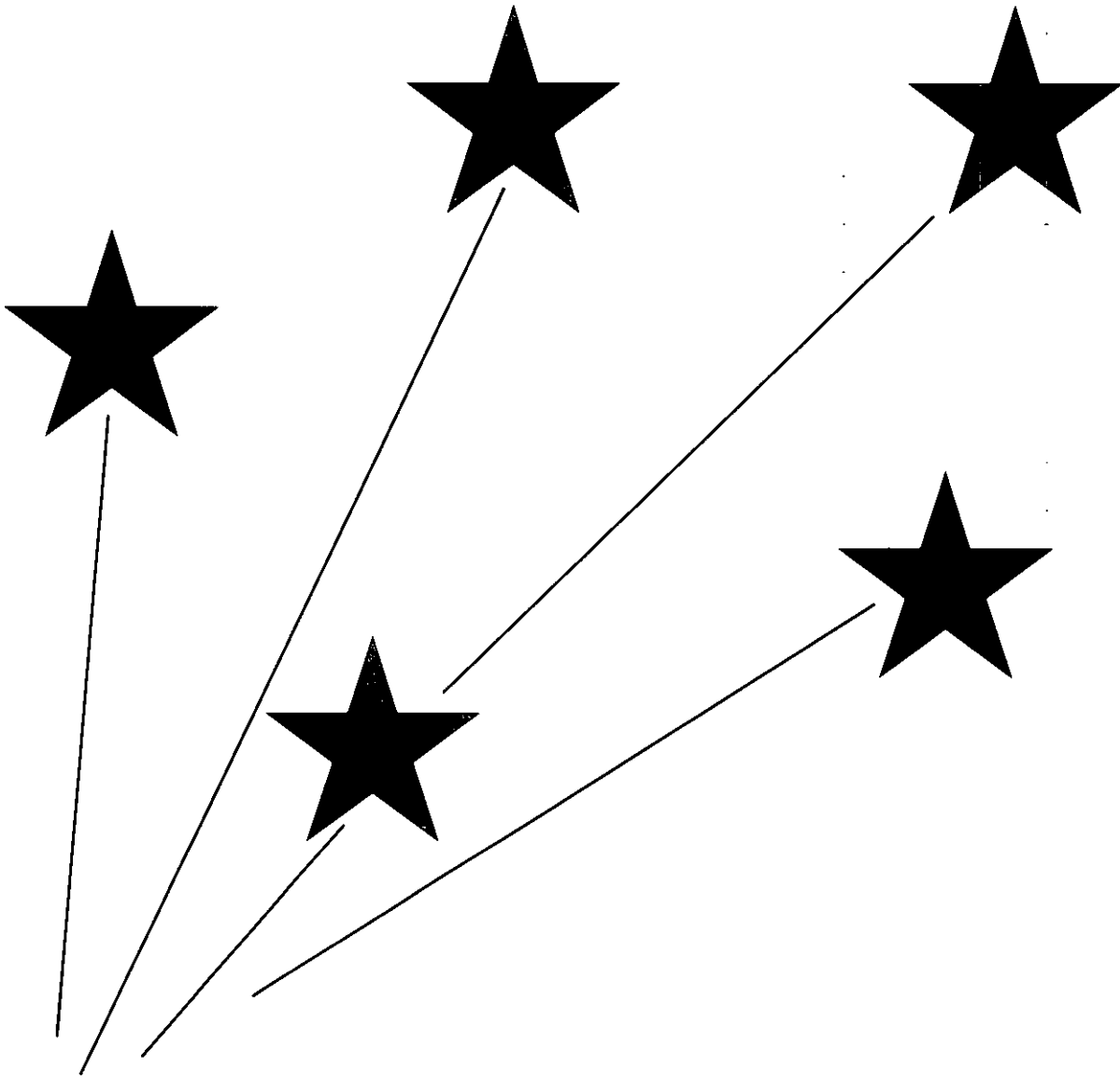
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*Project*

**V.O.T.E.**

Voters of Tomorrow through Education

## Major Idea

This strategy introduces the pre-kindergarten student to important state symbols and the concept of voting.

## Learning Objectives

Students will:

1. recognize symbols representing Texas
2. make a storybook about Texas symbols
3. demonstrate an understanding that it is necessary to make choices
4. know the basic layout of a polling place
5. demonstrate an understanding of voting by participating in an election

## Social Studies Essential Elements

Social/emotional development: 1A, 1B, 2A, 2C, 3A

Intellectual development: 1A, 1D, 1F, 2A, 2B, 2E, 2F

Aesthetic development: 1A

Physical development: 1B

## Materials Needed

Attachment 1: Symbols of Texas

Attachment 2: State Seal

Attachment 3: Graphics for State Seal

Attachment 4: Southern Pecan Pie Recipe

Attachment 5: Texas Wildlife

Attachment 6: Polling Place

Attachment 7: Sample Ballot

Attachment 8: Ballot Box/Voting Booth

Markers

Popcorn

Cups

Wildflower seeds

Paper

Pecans

Crayons

Blue/purple dry tempera paint

Glue

Ingredients for pecan pie

Sock

Magazines

Leaves  
 Scissors  
 Photograph, plastic or silk bluebonnet flower

Cotton

## Vocabulary

symbol  
 voting  
 choice  
 mock  
 polling place

election  
 tally  
 ballot box  
 voting booth  
 ballot

## Teaching Strategies

Introduce various state symbols of Texas and the concept of voting by studying the voting process and by conducting a mock election.

1. Lead the class in a discussion: "What is a symbol?" Ask students what their initials are and explain how their initials are a representation, or a symbol of them. Texas also has symbols, one of which is the State Seal. Introduce students to other symbols of Texas (**Attachment 1**).
2. Have students draw the state seal from a picture (**Attachment 2**). Have students make a state seal for an art project using graphics (**Attachment 3**), leaves and branches from the schoolyard.
3. If you live in Austin, or if you are visiting Austin, take a trip to the State Capitol and see how the state seal was used in the construction of the Capitol and the Extension. Teachers note: the state seal is etched in glass on windows, representatives and senators chairs, on doorknobs, etc. Walking through the Capitol, see how many state seals your students can count.
4. Introduce the bluebonnet as the state flower of Texas. Teacher should provide a photograph, plastic or silk bluebonnet flower and have students draw the flower. Teachers note: it is against the law to deface state property, therefore, picking bluebonnets from a state park or along a highway where the state has planted wildflowers is unlawful. Moreover, one flower could possibly contain up to 20 blooms. Once picked, that means 20 less bluebonnets will grow next year. Consider this: if you have 20 students in your class and each picks one bluebonnet, a potential 400 less bluebonnets would be enjoyed next year. Share this information with your students so they understand the importance of preserving nature. For further information on wildflowers of Texas, contact the National Wildflower Research Center, 4801 La Crosse Avenue, Austin, Texas 78739, telephone (512) 292-4200. The National

Wildflower Research Center, opened and dedicated by Lady Bird Johnson in 1995, is open to the public Tuesday through Sunday. For an art project, students could laminate their drawing and use as a bookmark. An alternative activity would be to read books to the class discussing Texas wildflowers. One well-known children's author is Tomie de Paola, who has written books about the Indian Paint Brush and the Bluebonnet.

5. Using popcorn, shake in dry purple/blue tempera paint, coloring the popcorn and have students make bluebonnet pictures. (You can also use cotton for this activity.) Students might want to use grasses collected to form the stem and leaves of the flower.
6. Have each student bring an old sock to school. Take a field trip to any local field with wildflowers. Have each student mist their sock with a spray bottle of water, put the old sock over their shoe, and walk through the field collecting various seeds on their sock. Next, take sock off, hang in a sunny area, mist each day, and watch the wildflowers sprout!
7. Have students plant wildflower seeds in cups and observe their growth. Discuss and ask students to describe the texture, color, and smell of each wildflower. Teachers note: there is a good chance the wildflower seeds will not grow to flower, the teacher should take the class on a field trip to a wildflower field in this case.
8. Teacher should discuss the state bird, the mockingbird. Ask students "How do you think this bird got its name?" What is mocking and give an example. Have students play a mocking game, similar to "Simon Says."
9. Have students go to the library and see if they can find a book on mockingbirds (tapes of Texas bird sounds are also available), or better yet, see if they can find one at a nature conservatory in your area.
10. Ask students to gather leaves from the school playground. Teacher should draw a tree trunk and branches, and have the students glue the leaves on the branches, replicating a pecan tree. Teacher should bring a pecan to class and let students feel, crack, and taste.
11. As a class project, make a pecan pie (**Attachment 4**)!
12. Take class on a nature adventure and locate a pecan tree. What makes a pecan tree different from other trees?
13. Discuss Texas wildlife (longhorn, armadillo, whitetail deer, bobcat, prairie dog, black-tailed rattlesnake) and how these wildlife have become symbols of Texas. Invite a guest speaker from Texas Parks and Wildlife, your local Audubon Society, etc. (**Attachment 5**).



14. Have students compile a storybook about the Texas symbols they have studied. Have each student make a page for the book and then compile, or use pictures from magazines.
15. Discuss the subject of voting. What is voting? Introduce the question "How do we get what we want?" Explain to students that their parents vote in elections for president, for example. Ask if anyone knows who the president is, or where he or she lives. Discuss the voting process. Ask if any student has ever been to a polling place with their parent(s). Describe what a polling place looks like, what a ballot looks like, and how a person casts their vote **(Attachment 6)**.

Lead students in an exercise which involves voting for one of two choices. Explain what a choice is. Sample activity: which book would you like to hear for afternoon story time? Explain to students that they only get to vote for one book, and only get to vote one time. Teacher should introduce both books and have students vote by: show of hands, by voice vote ("aye" for yes, "nay" for no), or by ballot. Teacher note: students could vote on anything of interest to them, such as favorite afternoon snack, where to go on the next field trip, a school color, school or classroom mascot, or even a mock election for president or governor **(Attachment 7)**.

16. Make a voting booth and ballot box for your mock election. Students can decorate the ballot boxes and voting booths with construction paper and cutouts from magazines, or they can draw or paint the box or voting booth **(Attachment 8)**.
17. Conduct a mock election and introduce students to the concept of tallying ballots. Let the students actually stack and count the ballots. Teachers note: instead of using ballots, you could use colored poker chips. Example: red poker chip represents Candidate A, blue poker chip represents Candidate B. After counting has been completed, throw a victory party! If you voted on any type of food or snack, be sure to provide the winning treat at the party.

### **Evaluation**

No formal evaluation  
Informal observations

## Symbols of Texas

**State Seal:** The Great Seal of the State of Texas consists of "a star of five points, encircled by olive and live oak branches, and the words, 'The State of Texas'." (State Constitution, Art. IV, Sec. 19.) This design is a slight modification of the Great Seal of the Republic of Texas, adopted by the Congress of the Republic, December 10, 1836, and readopted with modifications in 1839.

**State Tree:** The **pecan** is the state tree of Texas. The sentiment that led to its official adoption probably grew out of the request of Governor James Stephen Hogg that a pecan tree be planted at his grave.

**State Flower:** The state flower of Texas is the **bluebonnet**, also called the *buffalo clover*, *wolf flower*, and "el conejo" (the rabbit). The bluebonnet was adopted as the state flower, on request of the Society of Colonial Dames in Texas, by the 27th Legislature, 1901. The original resolution designated *Lupinus subcarnosus* as the state flower, but a resolution (HCR 44) signed March 8, 1971, by Governor Preston Smith provided legal status as the state flower of Texas for "Lupinus Texensis and any other variety of bluebonnet."

**State Bird:** The **mockingbird** is the state bird of Texas, adopted by the 40th Legislature at the request of the Texas Federation of Women's Clubs.

**State Dish:** **Chili** was proclaimed the Texas state dish by the 65th Texas Legislature in 1977.

**State Fish:** The **Guadalupe Bass**, a member of the sunfish family, was named the official state fish of Texas by the 71st Legislature in 1989.

**State Gem:** **Texas Blue Topaz**, the official Texas gem, is found in Llano uplift area, especially west to northwest of Mason.

**State Seashell:** The **lightning whelk** was adopted as the official state seashell by the 70th Legislature on April 2, 1987. One of the few shells that opens on the left side, the lightning whelk is named for its colored stripes. It is found only on the Gulf Coast.

**State Motto:** The state motto of Texas is "**Friendship.**" The word, Texas, or Tejas, was the Spanish pronunciation of a Caddo Indian word meaning "friends" or "allies." (Acts of 1930, fourth called session of the 41st Legislature, p.105.)

**State Song:** The state song of Texas is "**Texas, Our Texas.**" The music was written by the late William J. Marsh (who died February 1, 1971, in Fort Worth at age 90), and the words by Marsh and Gladys Yoakum Wright, also of Fort Worth. It was adopted as the result of an award offered by the Legislature.

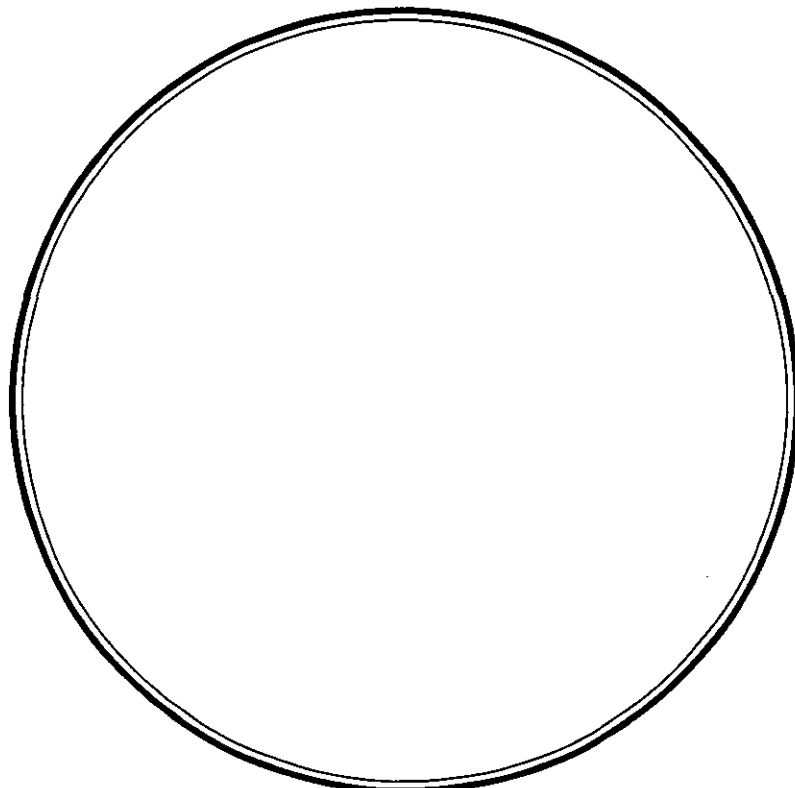
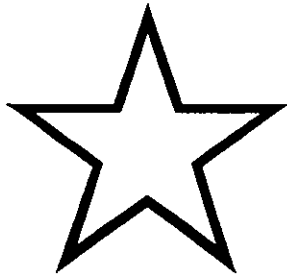
State Seal



*Suggested Reading: The Texas State Seal, Office of the Secretary of State, History of the State Seal of Texas, 1994.*

*Graphics for State Seal*

**Instructions:** Cut out and color the pieces of the state seal. Put the pieces together to make your own state seal.



**Southern Pecan Pie Recipe**

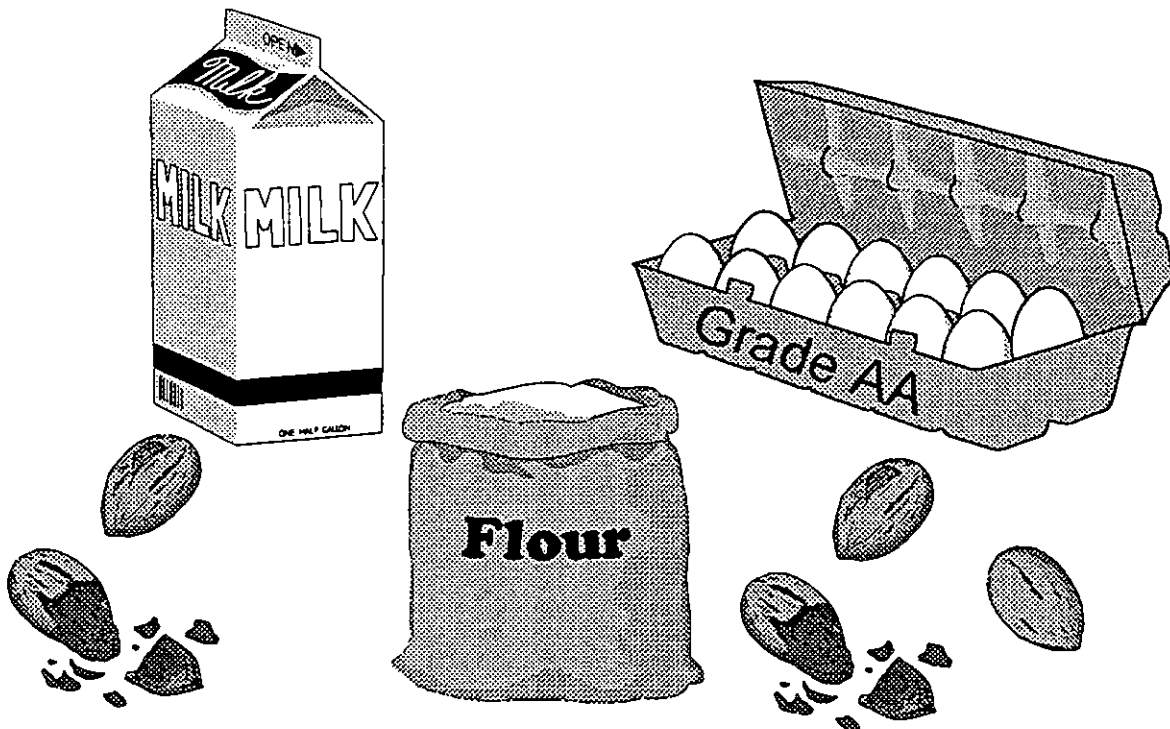
**SOUTHERN PECAN PIE**

1/2 cup dark corn syrup  
1 cup sugar  
1 teaspoon flour  
2 eggs  
2 teaspoons milk

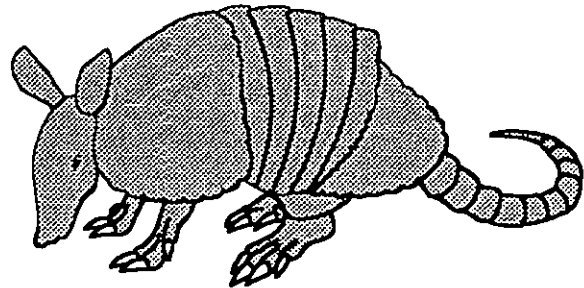
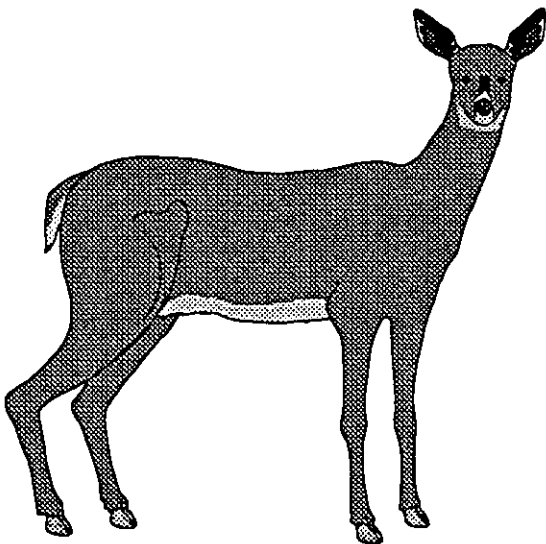
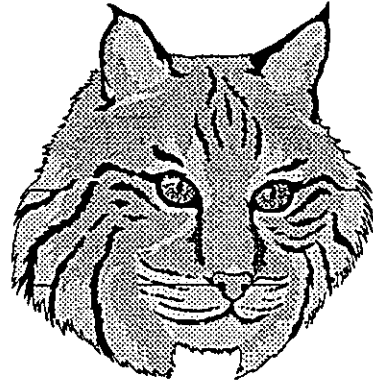
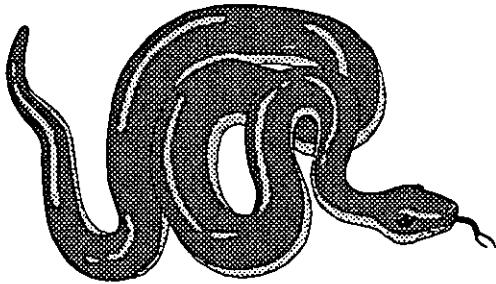
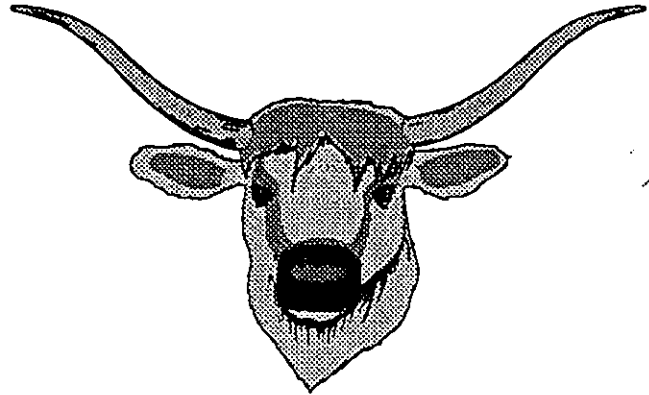
1 teaspoon vanilla  
1/2 cup butter, melted  
1 1/4 cups pecan halves  
1 unbaked 9 inch pie crust

Combine all filling ingredients and pour into crust. Bake at 350° for one hour. Serves six to eight.

Recipe taken from *Lone Star Legacy A Texas Cookbook*, Austin Junior Form, 1981



Texas Wildlife

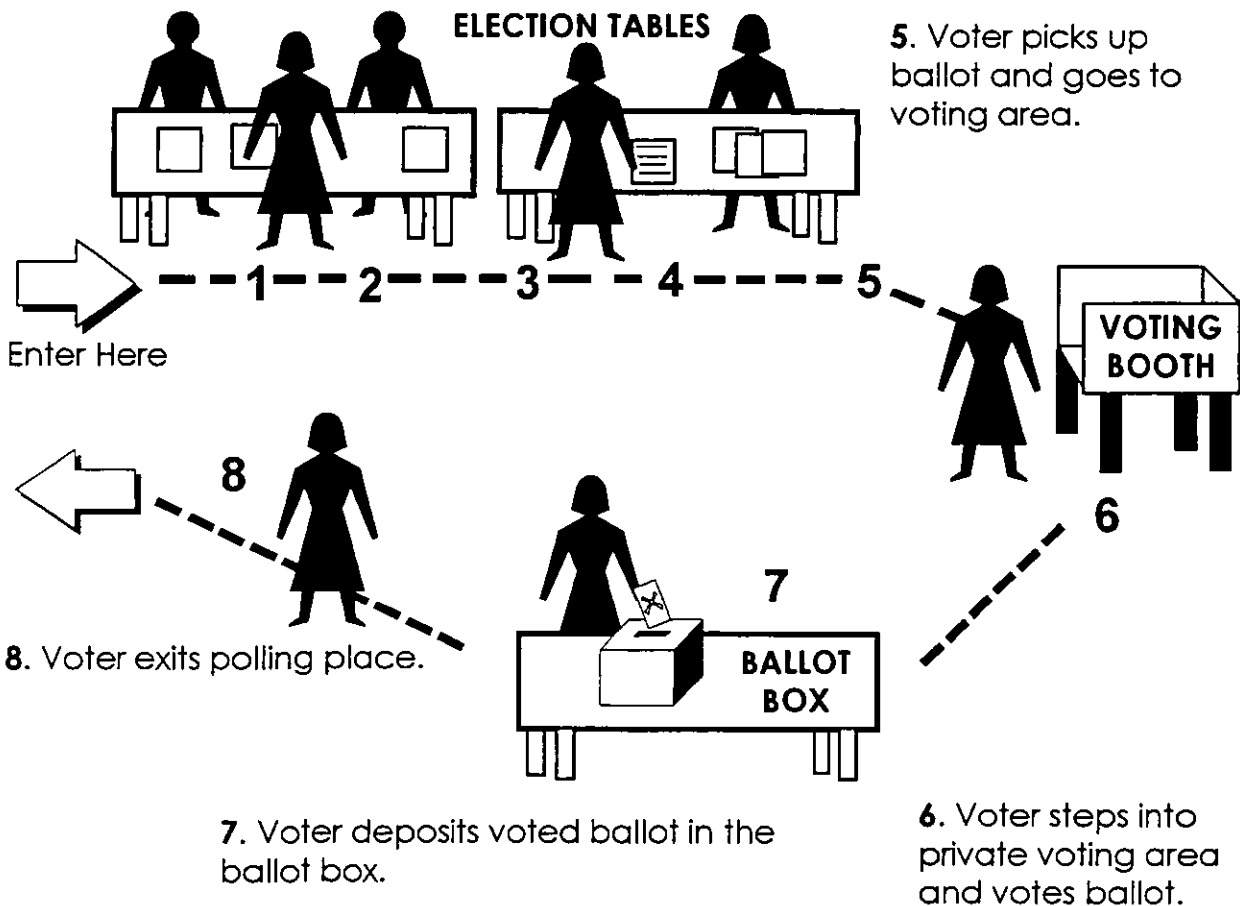


# Attachment 6

## Polling Place

A polling place is a location where a person goes to vote. Many times, the person votes at a school in a classroom like yours. Here is what one looks like and how a person votes.

1. Voter presents voter registration certificate.
2. Election worker stamps "voted" next to voter's name on list.
3. Voter signs form.
4. Election worker enters voter's name on list.



Sample Ballot

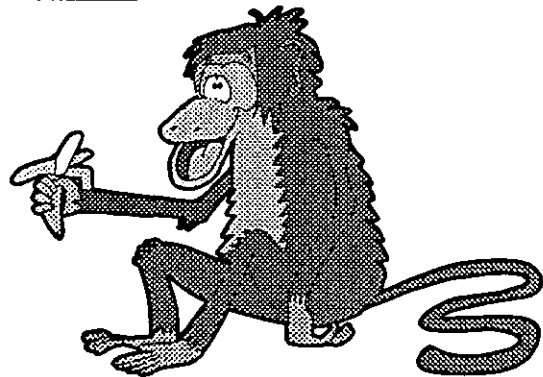
# Project V.O.T.E. Official Ballot

**Instructions:** Place a mark in the box beside the animal that you wish to vote for. (Marque el cuadro al lado del animal para indicar la manera en que quiere votar.)

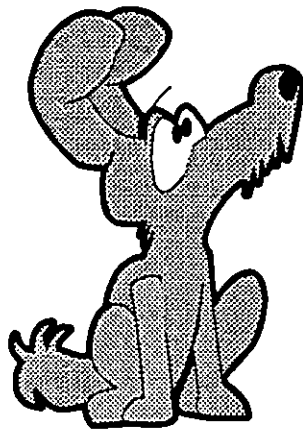
Seal



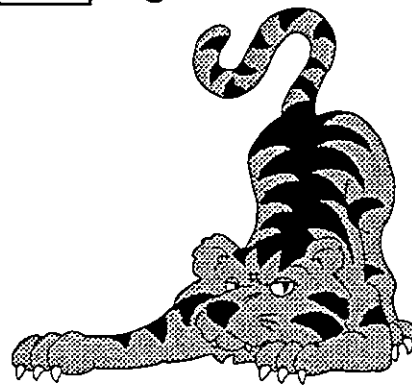
Monkey



Dog

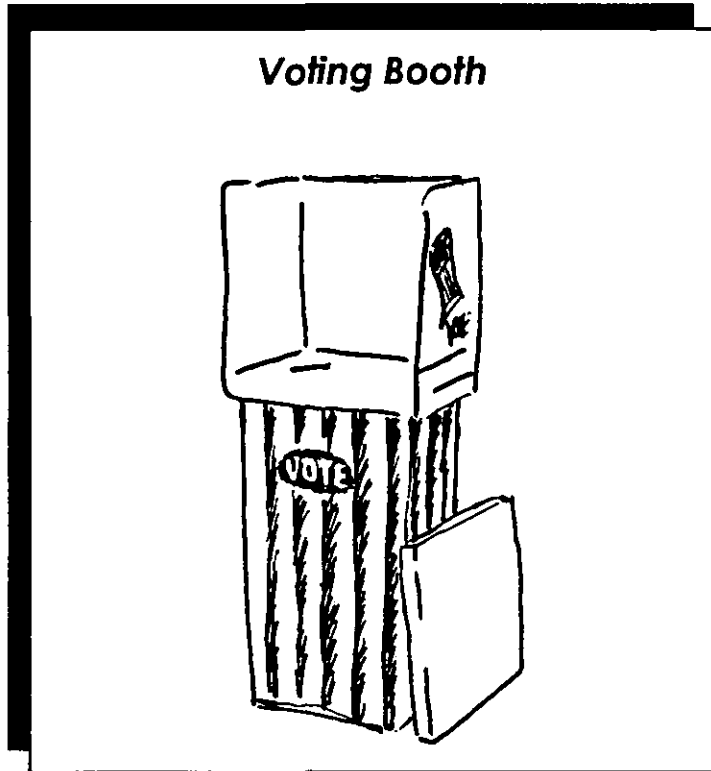
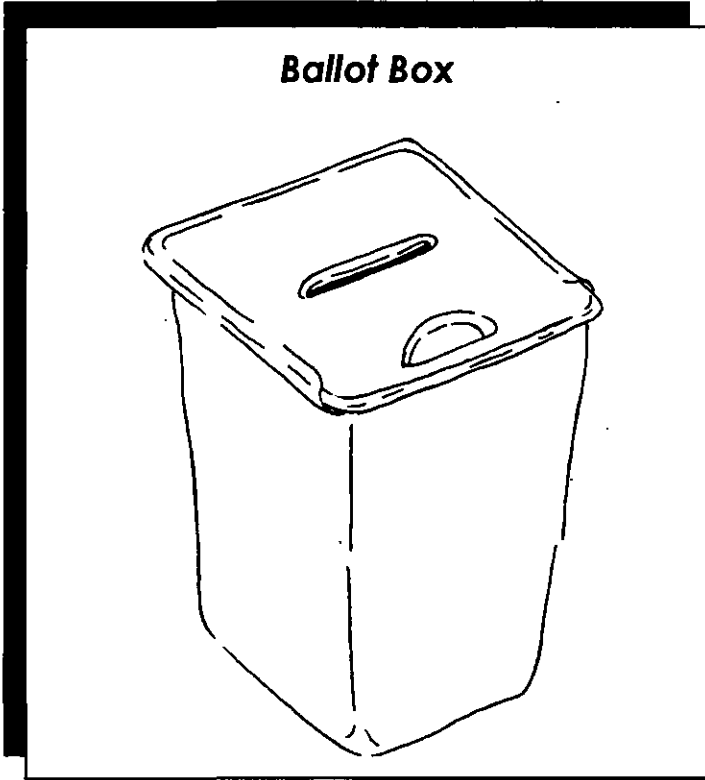


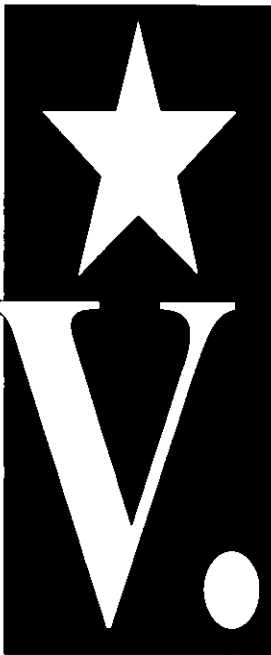
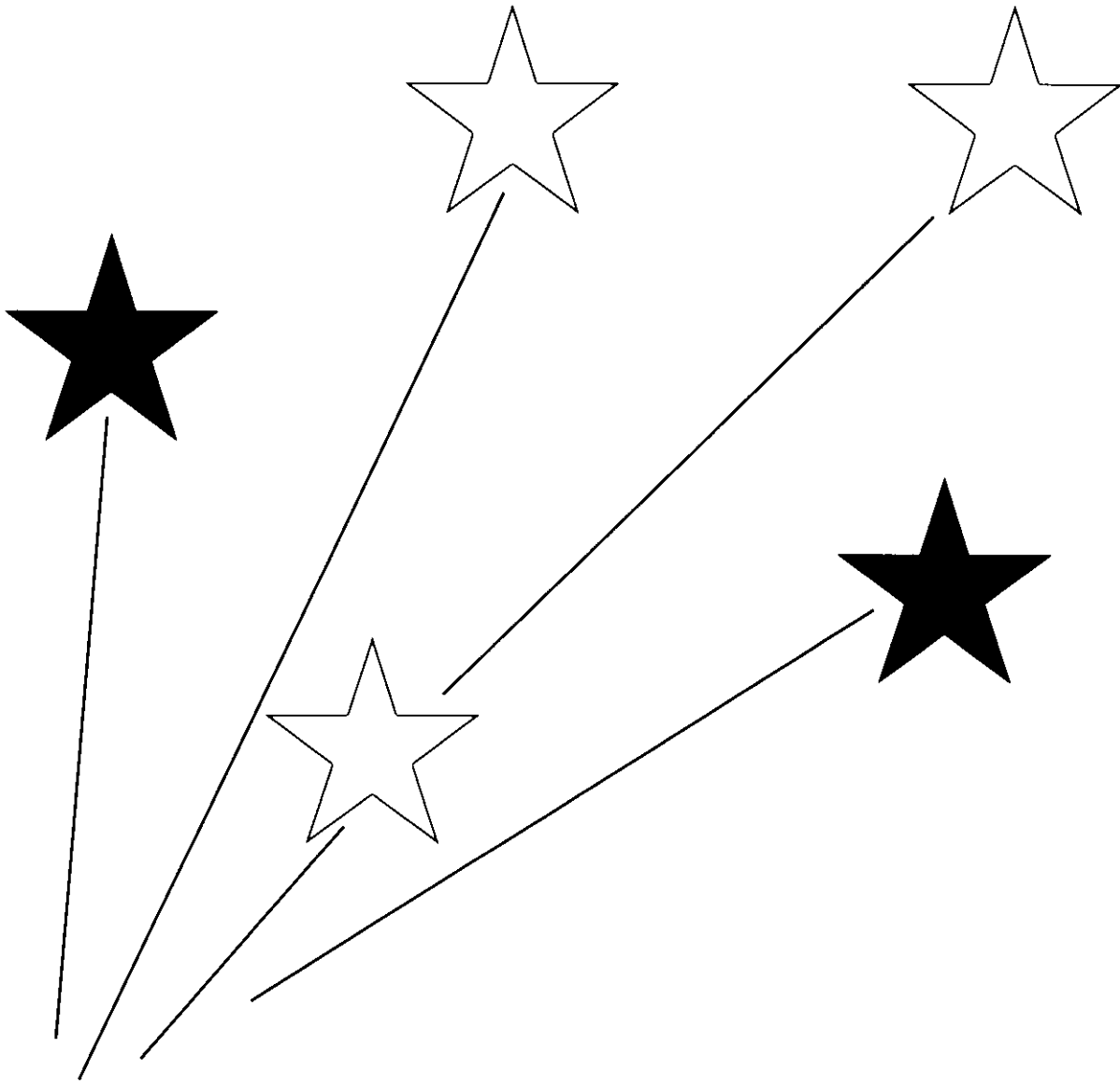
Tiger





Ballot Box/Voting Booth





*Project*

VOTE.

Voters of Tomorrow through Education

### Major Idea

This strategy acquaints the kindergarten student with the basic idea of choice involving the concept of self and extends choice-making into a group situation. Concentrate on the sequential order of the objectives.

### Learning Objectives

Students will:

1. recognize self as a unique individual with wants and needs
2. respond to a statement about self
3. demonstrate an understanding that it is frequently necessary to make choices as an individual and as a member of a group
4. demonstrate an understanding that everyone cannot always have everything that one would like to have within a group at a given time
5. demonstrate an understanding that voting is one way to make a decision in a group situation
6. know the shape of the state of Texas and name its capital
7. know the configuration of the Texas flag
8. know the pledge of allegiance

***The student will recognize self as a unique individual.***

The focus will be on naming, locating, and identifying functions of basic body parts (eyes, ears, nose, mouth, arms, hands, fingers, legs, toes, feet, head) and on such information as full name, gender, birthday, physical characteristics (hair color, eye color, etc.) and community name.

***The student will identify and describe personal feelings.***

The focus will be on feelings of happiness, surprise, sadness, anger, and fear. Students will recognize and show respect for these feelings in others and will be encouraged to associate these feelings with possible causes.

### Social Studies Essential Elements

1A, 1C, 2A, 3B, 4A, 4B, 4C, 5D, 6A, 6B.

## Materials Needed

Attachment 1: State of Texas  
Attachment 2: State Flag Pieces  
Attachment 3: A Paper Ballot  
Attachment 4: A Bar Graph

*Learning Basic Skills through Music, Hap Palmer, Educational Activities, Inc., Box 392, Freeport, New York 11520*

*Getting to Know Myself, Hap Palmer*

Ink pad	Paper
Record player	Library books
Chart paper for graphs	Magic markers
Paper ballots	Pictures from magazines
Mounting paper for pictures	American flag
Paste or glue	Red, white and blue paper
Crayons	

## Vocabulary

ballot	ballot box
choices	majority
minority	paper ballot
returns	vote
Texas	Austin

## Teaching Strategies

Introduce elements involved in the development of self concept and create an environment for each student to develop a greater awareness of self and others.

1. Demonstrate to each student how to make a thumb print. Display one thumb print by each student to illustrate that everyone's thumb print is different and unique; "I am Thumbbody."
2. Have each student make an "About Me" book.
3. Lead the student through a movement experience to a Hap Palmer record. For example, the song "What Are You Wearing?" (The Album, *Getting to Know Myself* by Hap Palmer) instructs the student to stand up when the ap-

appropriate clothing is announced on the record. Explore colors, clothing, actions and feelings as choices in this exercise.

4. Make a picture file by collecting and mounting magazine pictures which show different facial expressions. Present these pictures to the students one by one for a discussion on what they think these people are feeling by seeing their facial expressions--feelings of happiness, surprise, sadness, anger, fear and pain.
5. Prepare several squares of color and print the name of each color on both sides of the appropriate squares. Have each student choose a favorite color square.

Lead students in an exercise of making choices. Ask students to show their favorite color by standing or sitting according to the directions in the song "Parade of Colors" from *Learning Basic Skills through Music*, Volume 1, Hap Palmer.

6. Color the state of Texas and discuss its capital, Austin. Next, place your city on the map (**Attachment 1**).
7. Put together a state flag. Have students glue or paste together the pieces of the state flag. Note to teachers: It might be easier if you have the pieces pre-cut and just have the students paste them together (**Attachment 2**).
8. Teach the class the pledge of allegiance and, if applicable, the school motto. Then, have your class organize and lead a flag-raising ceremony for the student body.
9. Introduce a question and answer session about choices: Have you ever had to make a choice? When? What choice did you make? Why? What other choices could you have made? Further develop the understanding of decision making by providing the class with an unfinished story alternative, asking students, "What would you do?" (**Handbook of Strategies, Strategy No. 11**).

Present to students a problem which demonstrates that we are not all alike and that we like some things more than others. For example, the class has its choice of one snack for the afternoon and the choice is between popcorn and ice cream. Some students want ice cream and others want popcorn. Discuss the possibilities involved in solving this situation.

Discuss the subject of voting. What is voting? Introduce the question "How do we get what we want?" Discuss the similarities and differences between how we solve problems in groups and how we solve them as individuals.



10. Lead the class in an activity which involves voting for one of two choices. Sample activity: ice cream or popcorn for a snack? Setting: a partition is placed between two large picture posters, one of a bowl of ice cream, the other a bowl of popcorn.

- a. Students are instructed to go to the poster of their choice and place a piece of paper beside it. Each piece of paper represents a student's vote.
- b. Introduce paper ballots to the students' voting exercise. Show students an example of a paper ballot and explain it as a new way for them to vote for their snack. Give a paper ballot to each student. Ask them to color the square next to their choice for an afternoon snack and to put the paper ballot in a ballot box (**Attachment 3**). Involve students in counting the returns and graphing the votes on the chalkboard.

After all students have voted, count the pieces of paper to determine the majority vote. To double check the count, create a graph on the chalkboard by making one mark on the board for each corresponding paper vote, or make a bar graph (**Attachment 4**).

11. Propose another situation to the class: the voting process could be used to determine a story for story time. Lead the class in a vote by asking them to raise hands to show which story each wants most for story time.

Discuss the meaning of majority. How does majority affect the outcome of the vote? Does the majority vote change from time to time or do we always select the same story for story time?

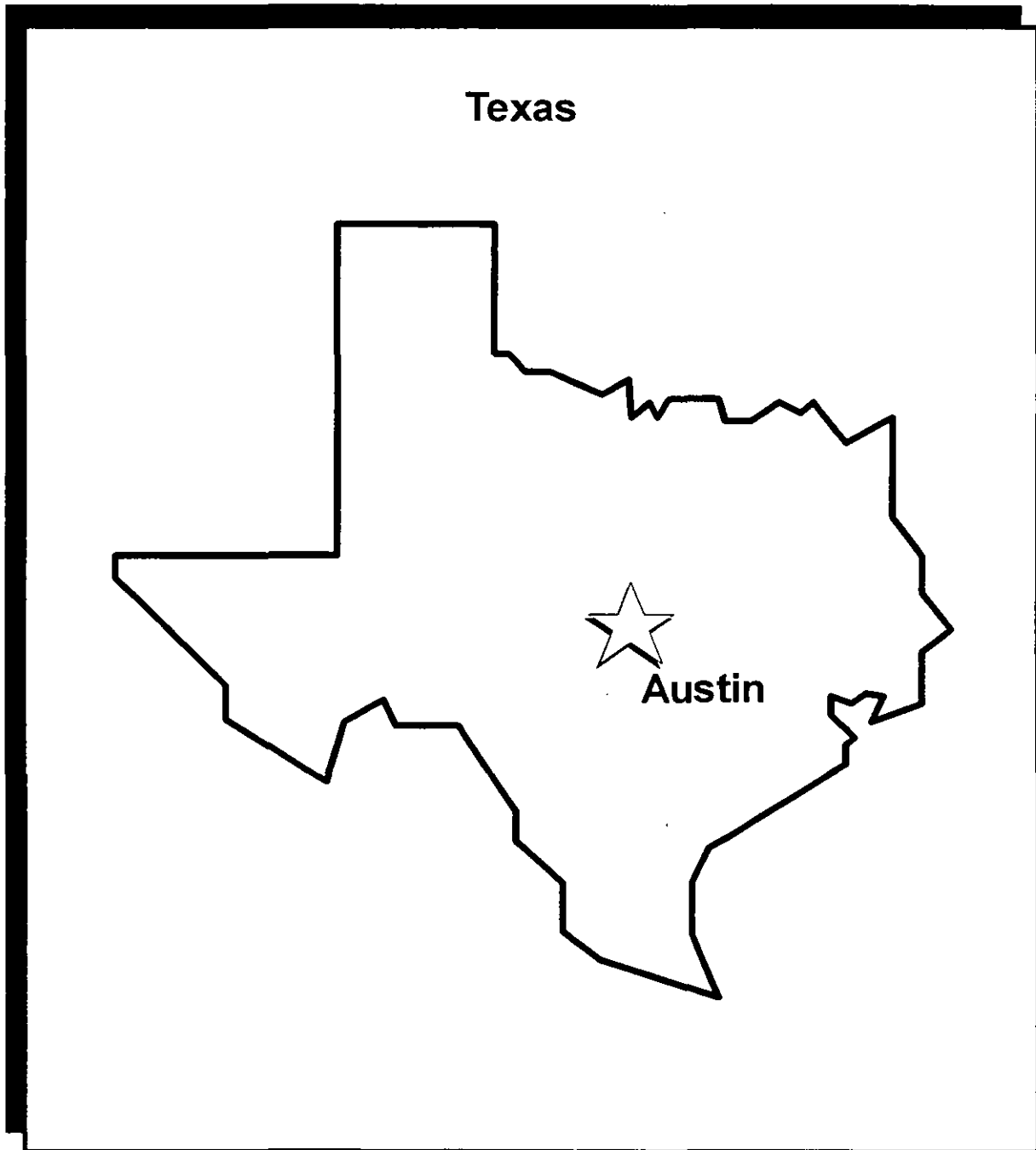
<p><b>ICECREAM</b></p> 	<p><b>POPCORN</b></p> 
<p><b>Vote for ICE CREAM here!</b></p>	<p><b>Vote for POPCORN here!</b></p>

**Evaluation**

No formal evaluation  
 Informal observations

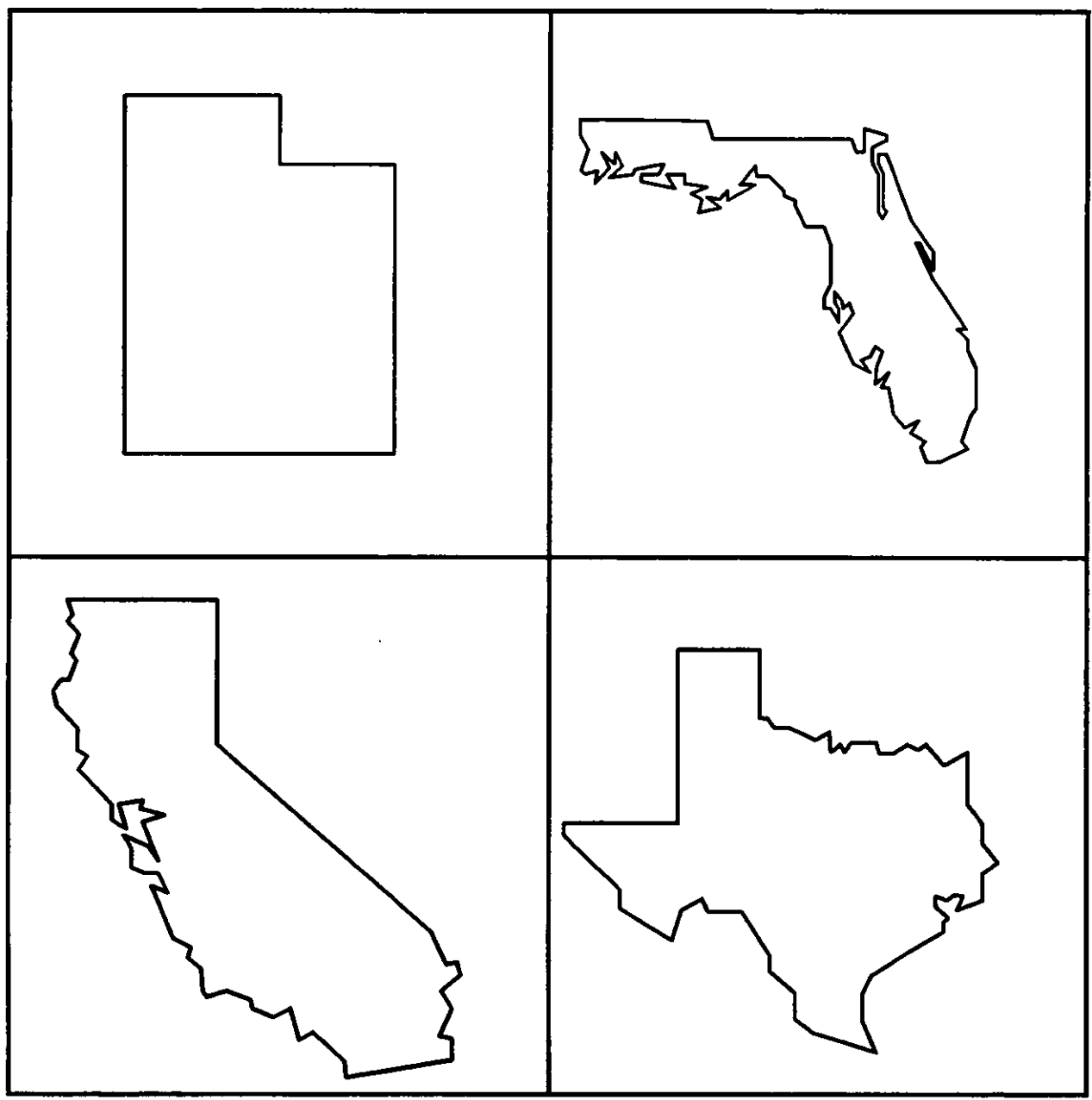
***The State of Texas***

On this page is an outline of the state of Texas with the state capital, Austin, indicated. Have the students color the outline of Texas, and help the students identify where their home city is located. You also may want to help the students identify other major cities in Texas. This exercise familiarizes the students with the shape of our state, the name and location of its capital, the location of their home city, and spatial relationships among them.



# Attachment 1, page 2

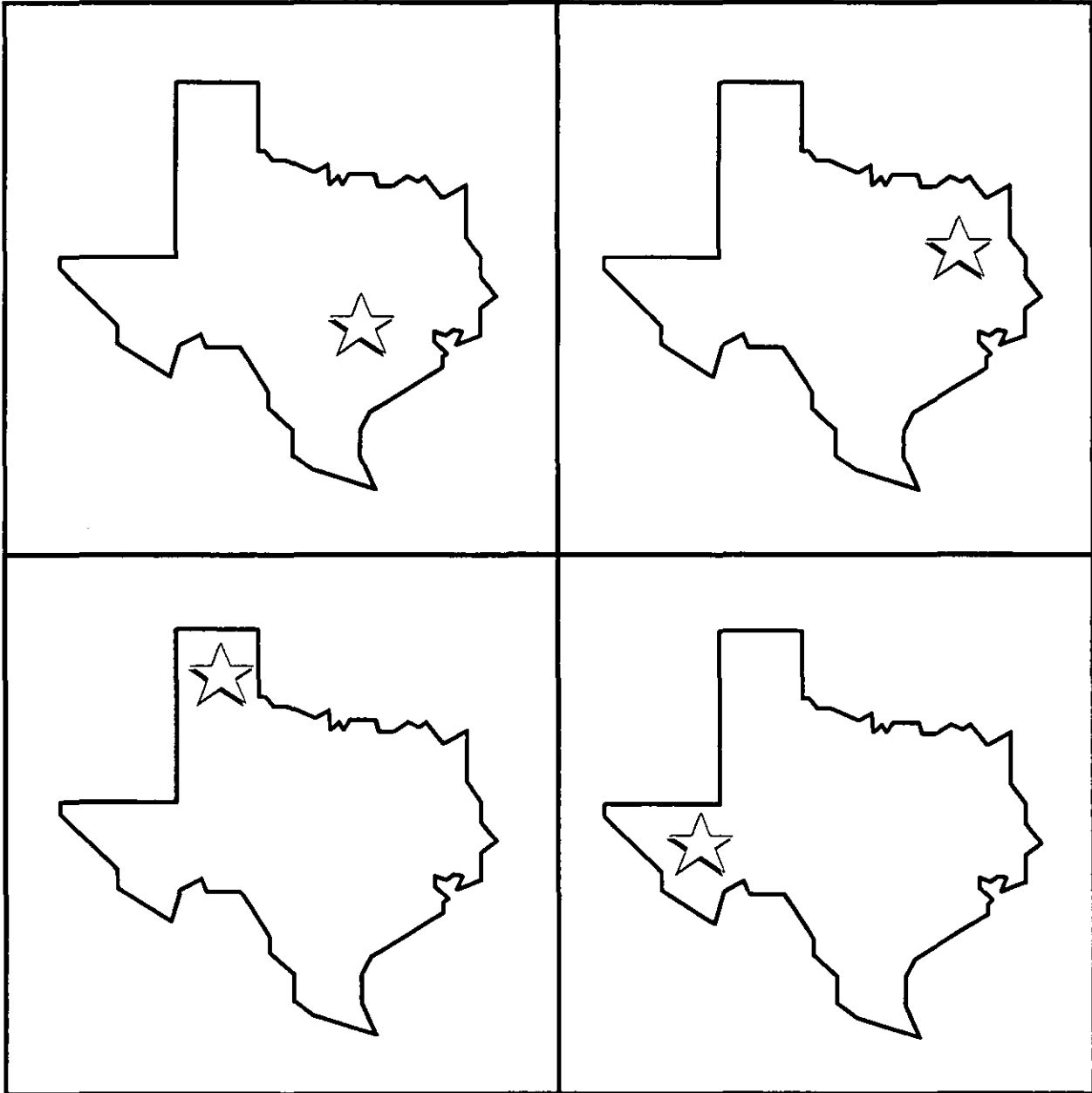
On this page are four boxes with shapes of states. Have the students choose which one is the state of Texas by coloring in the square. This exercise gives students further practice in recognizing the shape of our state.





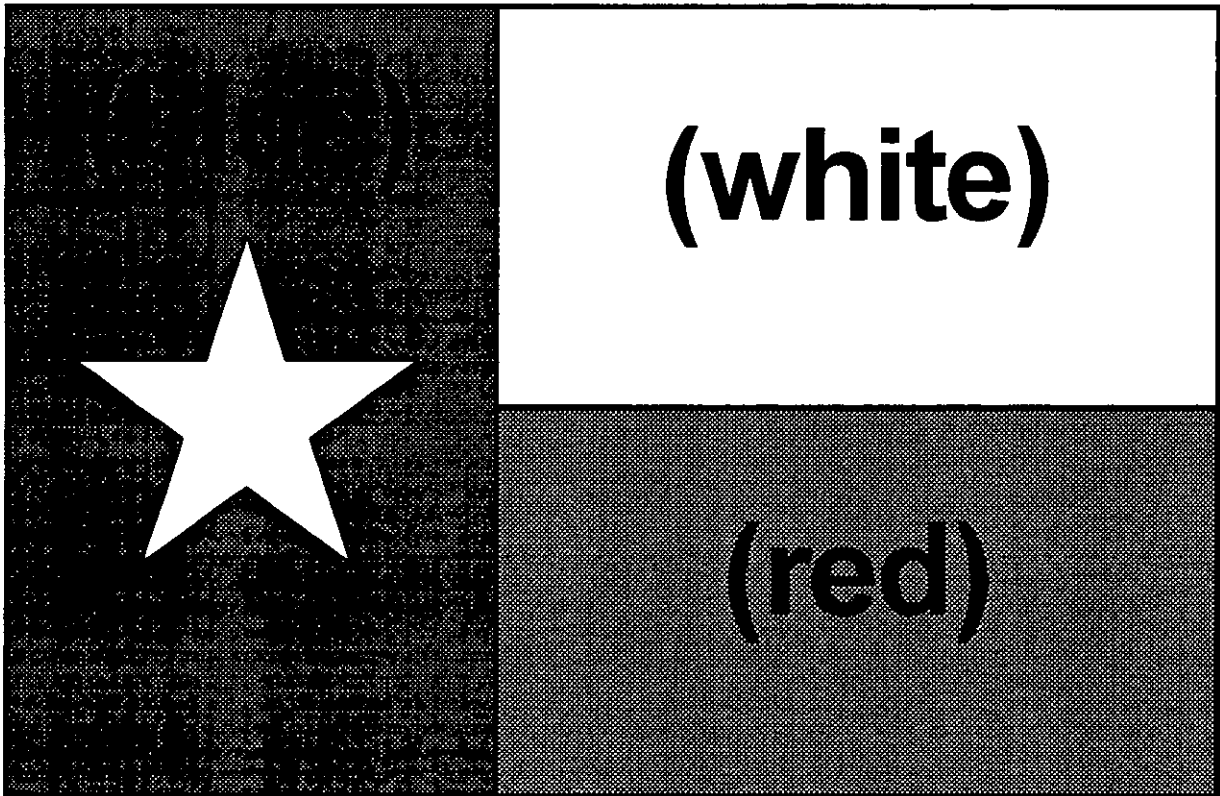
# Attachment 1, page 3

On this page, there are four boxes with the state of Texas. Each state has a star representing the capital of Texas, Austin. Have students choose the correct box by coloring the state which indicates Austin in its proper place. This exercise gives students further practice in recognizing the location of our capital.

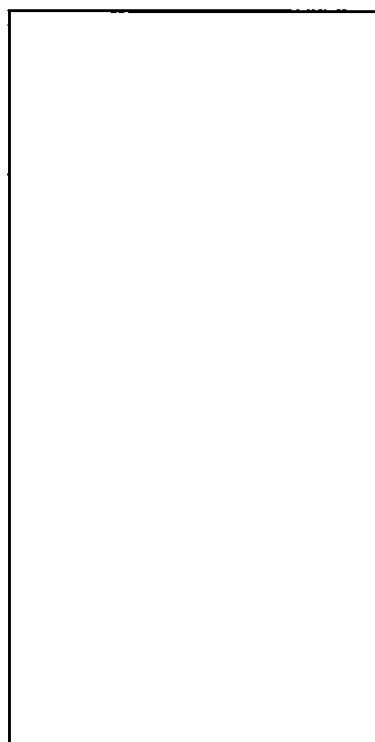
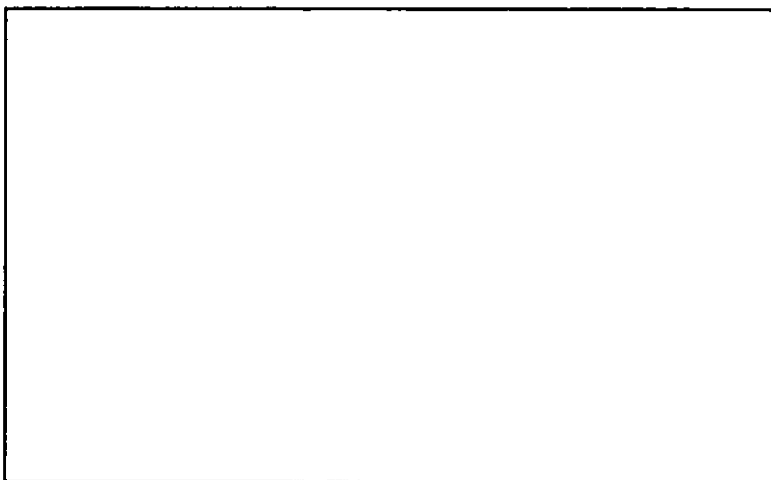


**State Flag of Texas**

On the next page, you will find a puzzle to help students recognize the state flag of Texas. Have the students color the pieces of the flag and assemble them as shown below. This puzzle familiarizes students with the state flag of Texas and promotes problem-solving skills.


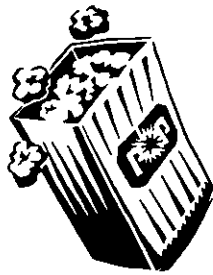



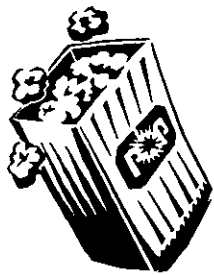
Cut out and color the pieces of the Texas state flag. Put the pieces together to make your own Texas flag.



**A Paper Ballot**

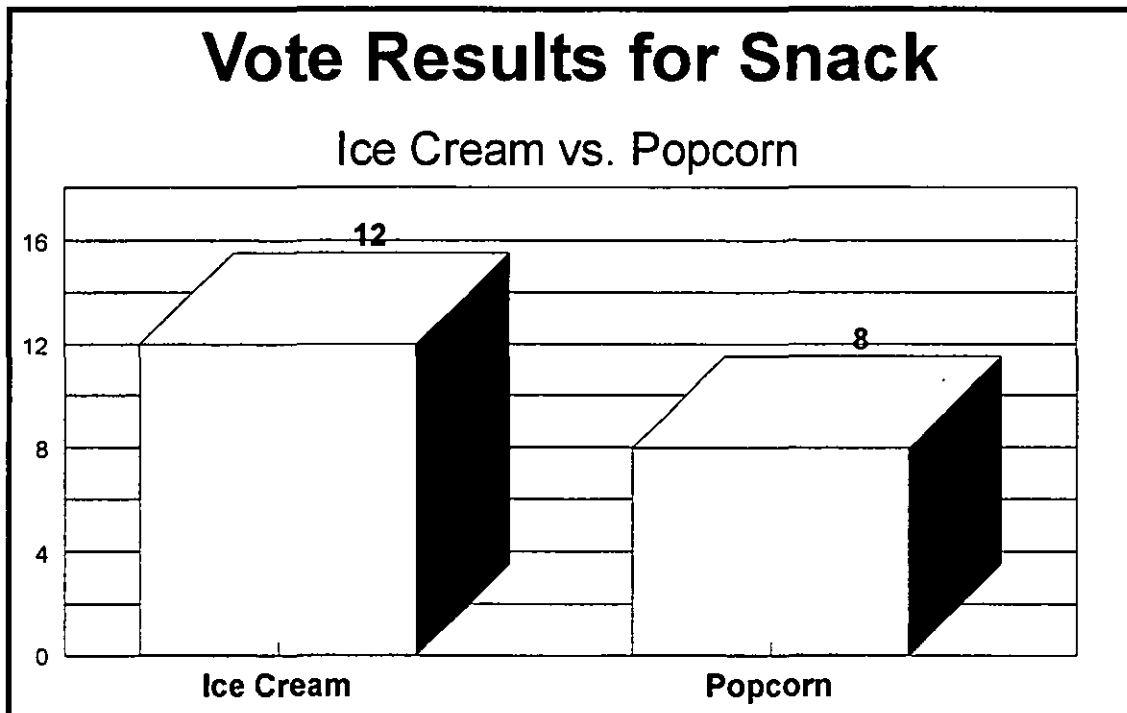
After students have become accustomed to making choices, demonstrate how to vote using a paper ballot. This is a sample paper ballot to use in a voting exercise. Instruct students to color the square next to their choice for an afternoon snack, then ask them to put their ballots in a ballot box. The ballot box can be made from a shoe box. Involve students in counting the ballot returns, then graph the returns to see which snack has the majority of votes.

<b>Official Ballot</b>	
<b>Color the box next to the snack you want.</b>	
	<input type="checkbox"/>
	<input type="checkbox"/>

<b>Boleta Oficial</b>	
<b>Dar color al cuadro al lado del tentempié que usted desea.</b>	
	<input type="checkbox"/>
	<input type="checkbox"/>

**A Bar Graph**

This is a sample bar graph. To use the bar graph, color a bar for each ballot choice. Students can visually represent their votes on the graph and can determine the winner by counting the colored segments of the graph. This is one way to represent the idea that each student is an individual voter as well as a member of the group. Introduce the mathematic principles of more than and less than using bar graphs. Emphasize majority and minority.



## Rules and Responsibilities

### Major Idea

This exercise sequence leads a student to understand that making choices and voting are decision-making processes that affect our lives. The exercise also leads to a selection of rules for social conduct within the classroom. Each student is expected to follow these rules.

The first exercise acquaints the kindergartner with the concept of accepting responsibility. Through exercises which involve the student in establishing rules for conduct, this strategy leads the student toward a greater understanding of individual responsibility.

### Learning Objectives

**Students will:**

1. understand what a rule is
2. participate in creating rules for the classroom
3. understand why rules are made
4. understand why each student has a responsibility to follow rules
5. demonstrate an understanding of the responsibility inherent in the role of being a "helper"
6. demonstrate an understanding of decision-making by voting in a real classroom situation

***The student will assume classroom responsibilities.***

The focus will be on taking care of property, getting along with others, doing assigned tasks and participating in group activities.

***The student will demonstrate an understanding of the rules to be followed in the school, on the playground, and to and from school.***

The focus will be on understanding the need for and practicing specific rules, such as those related to playground safety.

### Social Studies Essential Elements

1A, 1B, 1C, 1D, 2C, 4A, 4B, 4C, 6A, 7.

## Materials Needed

Attachment 5: Sample Parent Letter--Class Rules  
 Film Number 45306--"Why We Have Laws--Shiver, Gobble and Snore"

Bulletin board	Helper chart (chart paper)
Magazines	Drawing paper
Crayons	Photographs (one of each student)
Picture cards of situations (classroom, playground, bus)	

## Vocabulary

helper  
 responsibility  
 safety

jobs  
 rule

## Teaching Strategies

Introduce the concept of a rule and emphasize the individual's part in accepting the responsibility for following the rule. This discussion includes positive and negative consequences involved in following or breaking rules in a variety of concrete situations.

1. Develop and illustrate a list of rules that contribute to the safety and welfare of the students. The following are example sentences:

(eyes)	are for seeing.
(legs)	are quiet.
(hands)	are still.
(lips)	are silent.

Send a copy of the rules you discuss in class to the students' parents (**Attachment 5**).

2. Select jobs within the classroom that would be appropriate for "classroom helpers" to perform. What rules will each helper follow? What rules will the helpers ask us to follow? Make a picture chart using pictures from magazines to illustrate each job. For example, illustrate the job of cleaning tables with a picture of a sponge.
3. Set up a helper system that includes such duties as emptying trash, erasing blackboard, distributing supplies, etc. Develop a bulletin board for helpers of

the week and ask all students to bring a photograph of themselves to display beside a specific job.

4. Discuss rules students are expected to follow in the classroom, on the playground, on the bus, in the cafeteria, and on the way to and from school. Make lists of these rules and find pictures to accompany the lists. Vote on the rules that the class will follow.
5. Follow with a discussion of potential safety hazards in the classroom, on the playground, on the bus, in the cafeteria, and on the way to and from school.
6. Discuss the positive and negative consequences of following or not following rules. Find pictures to go with each example. Whenever possible, give specific examples from classroom experience.

### **Evaluation**

No formal evaluation  
Informal observation



**Sample Parent Letter**

Dear Parent:

To develop your child's understanding of rules and responsibility and to create a healthy learning environment, the following rules have been established. These rules apply to "circle time" and "seat time."

Eyes are for seeing.  
Hands are quiet.  
Feet are still.  
Mouths are silent.

We will need a picture of each student to display on our "classroom helpers chart." Please give your child a snapshot to bring to class by the end of the week.

Thank you for helping me teach your child rules and responsibility.

Sincerely,

## Extended Activities

### Social Studies Essential Elements

5A, 5B, 5C, 5D, 6A.

### Materials Needed

Paper plates  
Tag board

String  
Art supplies

### Vocabulary

(List officials in your community such as Mayor, City Council Members, etc.)

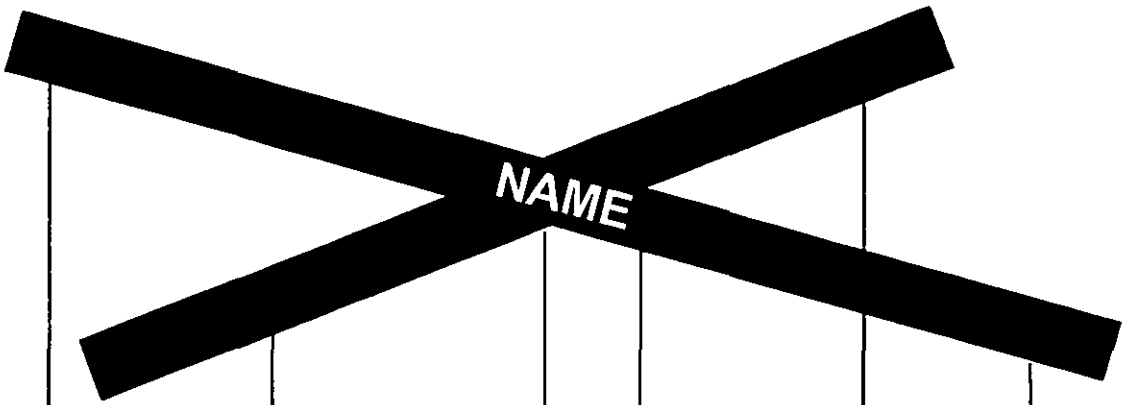
### Teaching Strategies

1. Have students make a mobile of the levels of elected government officials in their community, state and nation. *i.e., Mayor--City Council; Sheriff; County Offices--Clerks, Judges, Commissioners; School Board; District Offices--Clerks, Judges; State Officeholders--Representatives, Senators, Governor; Federal Offices--Congressional Senators and Representatives, President (see graphic on page 17).*

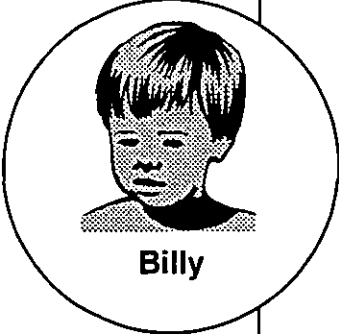
Let the children put their names on the main part of the mobile. This will signify that we have the power to put all these officials in office if we vote.

Try to contact as many offices as possible to send you information about their officeholder, *i.e., picture, background, responsibilities of their office, etc.* Plan a field trip to an official's office (**Handbook of Strategies, Strategy No. 24**), or invite one as a guest speaker (**Handbook of Strategies, Strategy No. 25**).

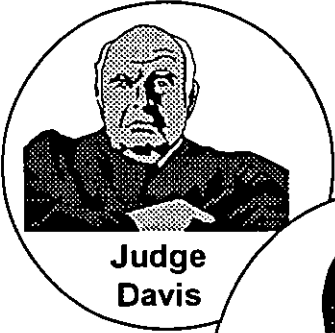
2. Draft a class letter about a local issue (*i.e., school bonds, recycling, animal rights, car or bus safety*) and send it to your city council, county commissioner, representatives or senators. Make sure it includes a question in order to encourage a response, or start a recycling program in your classroom.



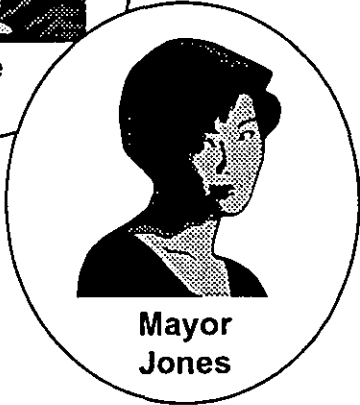
Our Leaders



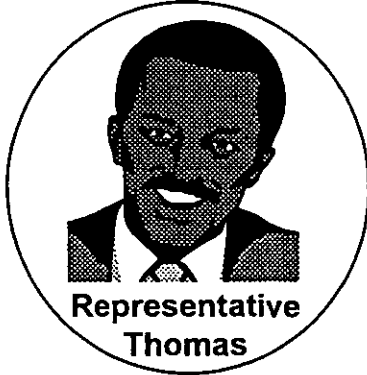
Billy



Judge  
Davis



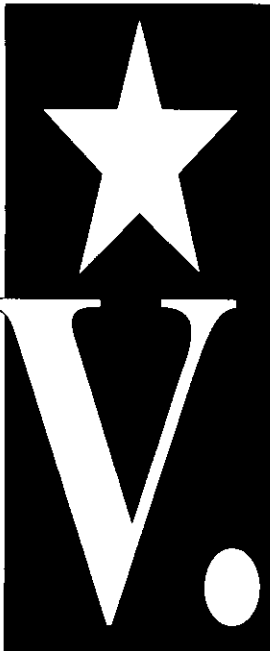
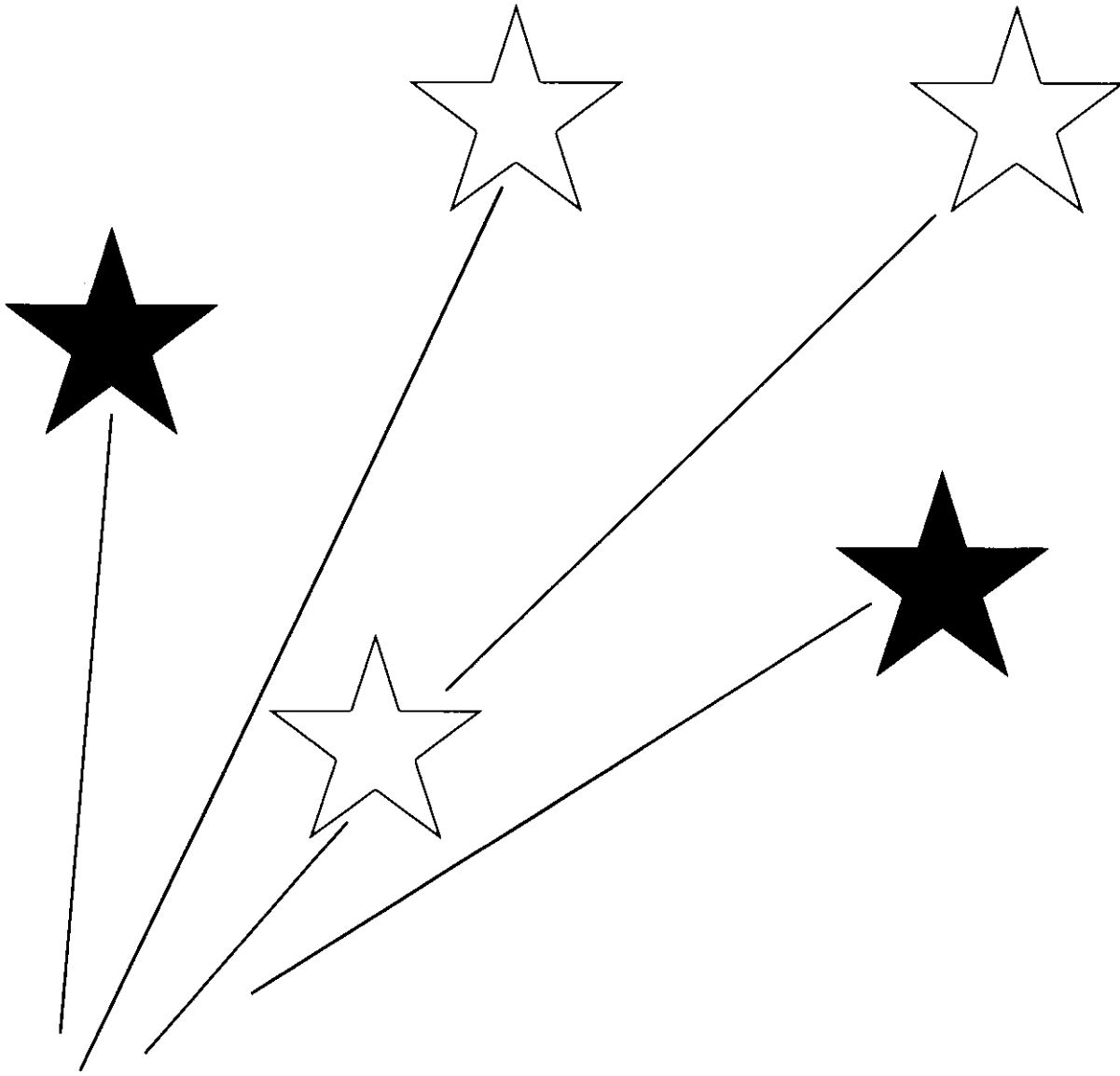
Mayor  
Jones



Representative  
Thomas



Senator  
Jackson



*Project*

VOTE.

Voters of Tomorrow through Education

## Whose Job Is It?

### Major Idea

This strategy gives the student practical experience in comparing jobs, responsibilities and decision-making processes. How decisions are made plays a major role in the way we get along as group members.

### Learning Objectives

Students will:

1. identify jobs within the family setting
2. recognize various ways jobs are delegated
3. involve parents in reinforcing the concept of job responsibility
4. compare the different types of jobs members of the family have in the home

***The student will identify the physical and social needs of a family.***

Needs such as loving, caring, sharing, and respecting will be included along with physical needs of food, clothing, and shelter.

***The student will identify roles people have in family and school.***

This will include responsibilities people have in each setting and ways people help each other. Career awareness may be included with this objective. (Understanding roles includes respect for and acceptance of individual differences.)

***The student will identify the need for rules at home and in school.***

Focus will be on involving the students in the development of rules that show consideration for others and ensure the safety and protection of the individual. Responsibility for following these rules will be emphasized.

### Social Studies Essential Elements

1B, 1C, 1E, 2A, 2B, 4A, 6A, 6B, 7A, 7B.

### Materials Needed

Attachment 1: Our Jobs

Attachment 2: Sample Parent Letter--Jobs

Attachment 3: Family Figures

Attachment 4: Household Jobs

Study prints

Sentence strips

Construction paper

Scissors

Pictures (from magazines to depict jobs around the house and school)

Photographs (brought from home or made in class with a Polaroid)

## Vocabulary

family  
job

home  
school

## Teaching Strategies

Introduce to the class the types of roles that are represented in a family unit. Explain how these roles are different from the role each person has in taking care of themselves as individuals. How do these roles complement what we do as individuals? How are decisions made at home?

1. Develop a bulletin board using study prints or pictures to depict jobs and responsibilities within the home setting.

Present students with the task of defining the jobs and responsibilities on the bulletin board.

2. Ask students to draw pictures of jobs they are responsible for at home and/or bring in pictures showing them doing the jobs at home. Under each print or picture, place sentence strips describing the job activity and use students' names in the sentences.
3. Lead class in an expanded discussion of jobs within the home. How do family members get their jobs?

Develop a list of job responsibilities within the home.

Develop the class' list of job responsibilities into a checklist which states who is responsible for each particular job within the family setting--grandmother, grandfather, mother, father, sister, brother, me or someone else. Use **Attachment 1** to aid in the discussion. Students will list their own family members.

Send the checklist home with each student to be filled out by the student and his/her parent(s). Inform the parent(s) of the study unit so they will know

how to participate. Make it clear that you would like for them to reinforce the concepts of making choices and assuming responsibilities within the family setting (see **Attachment 2** for sample cover letter).

Make a chart showing each student's name. When a student returns the checklist, place a sticker beside the student's name to reward the student for taking responsibility for completing the assignment as instructed.

4. Make copies of family member figures for students to make a booklet entitled "Our Jobs" (**Attachment 3**). Encourage your students to personalize the sample.

Make copies of household job pictures (**Attachment 4**). Make several copies for each student.

Ask students to cut apart the adult and child patterns and glue each one to the center of a separate piece of construction paper. Students may decorate as desired. Make a page for each family member, including "Me."

Tell the students to cut apart the household job pictures and glue each picture onto the page showing the person who does that job in their respective families. Tell students that they may use the same household job pictures on more than one page, if the same job is done by more than one family member. Demonstrate this procedure.

Discuss the jobs of each family member and compare different jobs among students' families. How do jobs meet the needs of the family?

5. Repeat the sequence of activities to acquaint students with jobs and responsibilities within the school setting.
6. Discuss how we are all responsible for certain jobs. Share with students the duties of our elected officials. For example: the City Council is responsible for running the police force to keep us safe and help us in an emergency. The School Board is responsible for running our schools and making sure we get the best possible education. The City Works Department is responsible for generating all the electricity we use, etc.

Ask students to list additional jobs and responsibilities. It might be helpful to point out that many of these positions are elected posts.

## Evaluation

No formal evaluation  
 Participation in class discussions  
 Understanding of and ability to compare results of the checklist (**Attachment 1**)

**Attachment 1**

<b>OUR JOBS</b>						
	Me					
Gardening						
Shopping						
Cleaning room						
Washing car						
Sweeping						
Fix light						
Cooking						
Setting table						
Making bed						
Feeding pets						
Take trash out						
Wash hands						
Brush teeth						
Other						
Other						
Other						



**Sample Parent Letter**

Dear Parent:

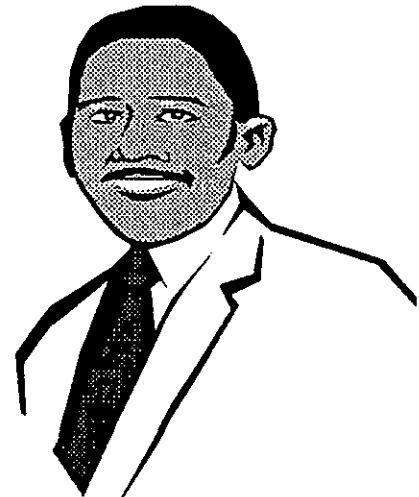
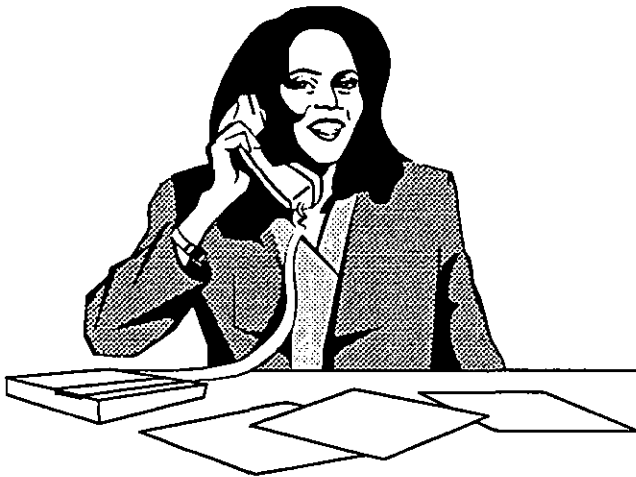
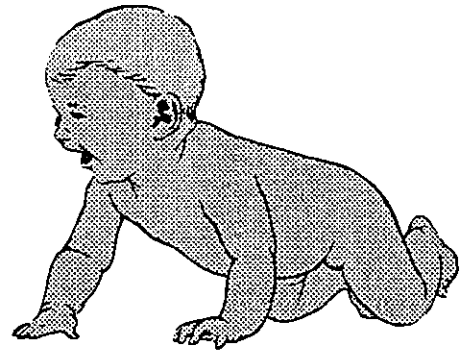
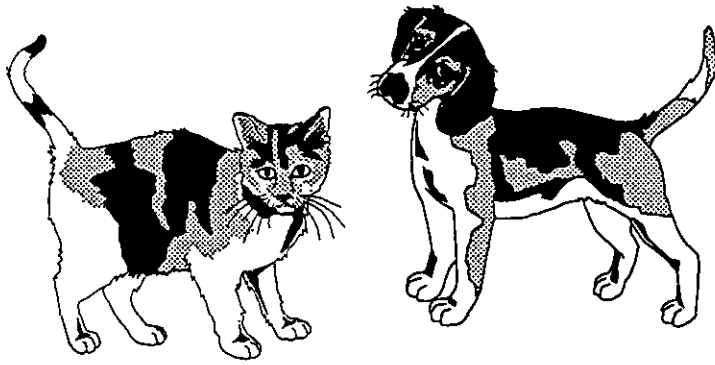
We are working on a unit of study dealing with jobs within the family setting. Attached to this letter is a list of jobs students identify with home. Your child will need your help in choosing who is responsible for each job in your home. In helping, you may wish to discuss the requirements of the jobs and the reasons why each person assumes the job roles.

It is my belief that practical experience in comparing jobs will help to increase your child's awareness of the process of decision-making within the home.

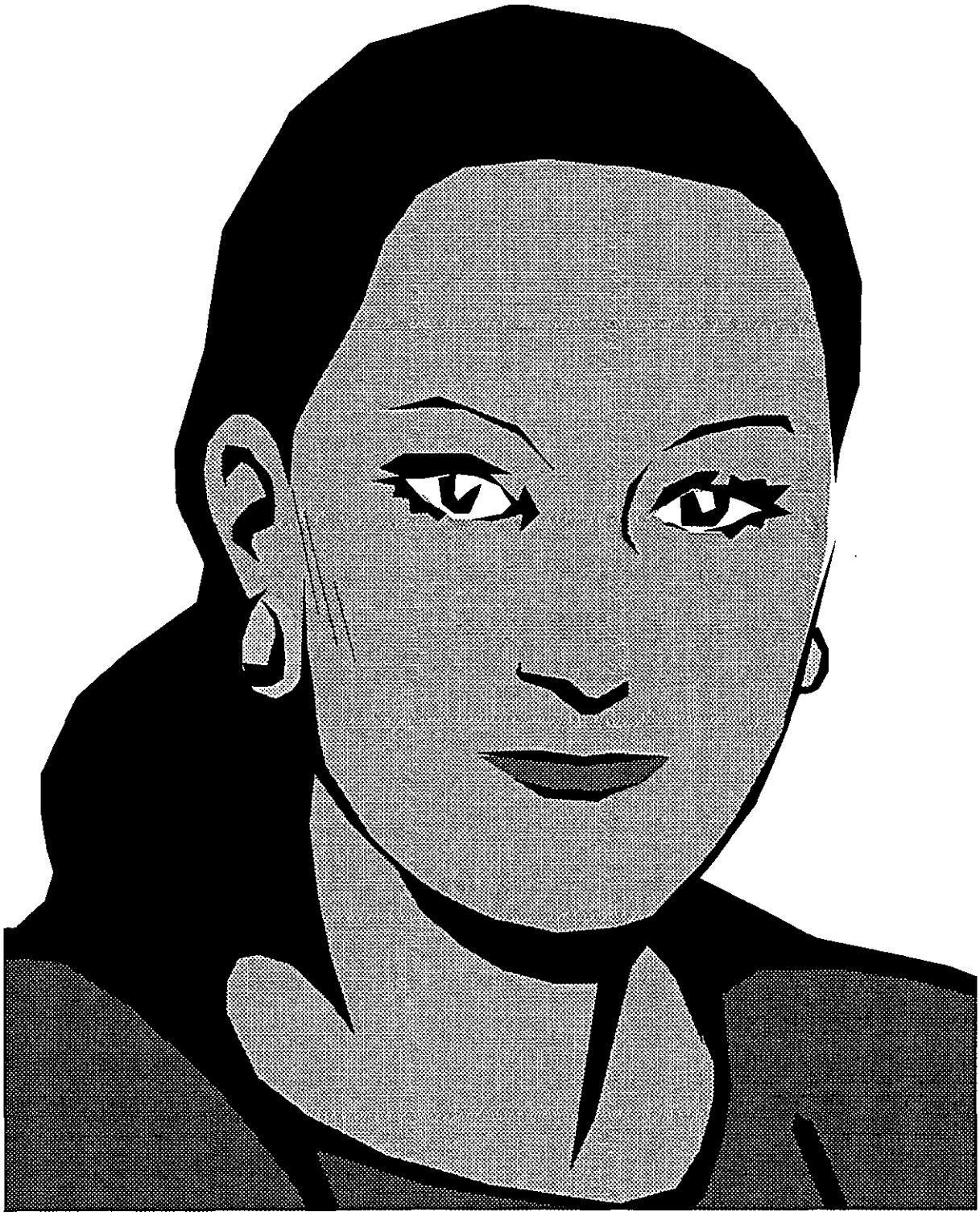
Thanks for helping your child. Please send the completed checklist to school with your child. Students will receive a reward sticker for completing the assignment.

Sincerely,

Attachment 3



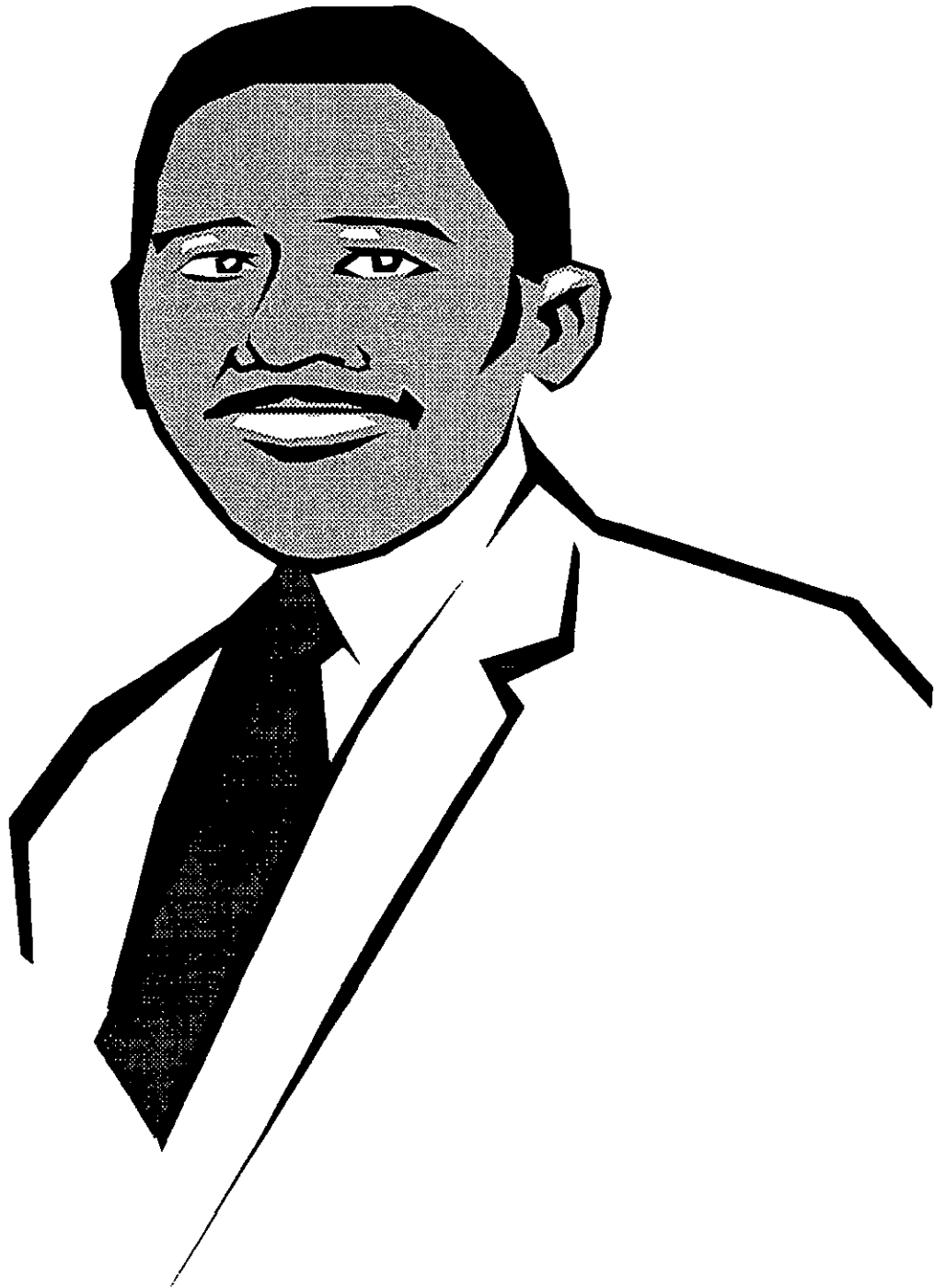






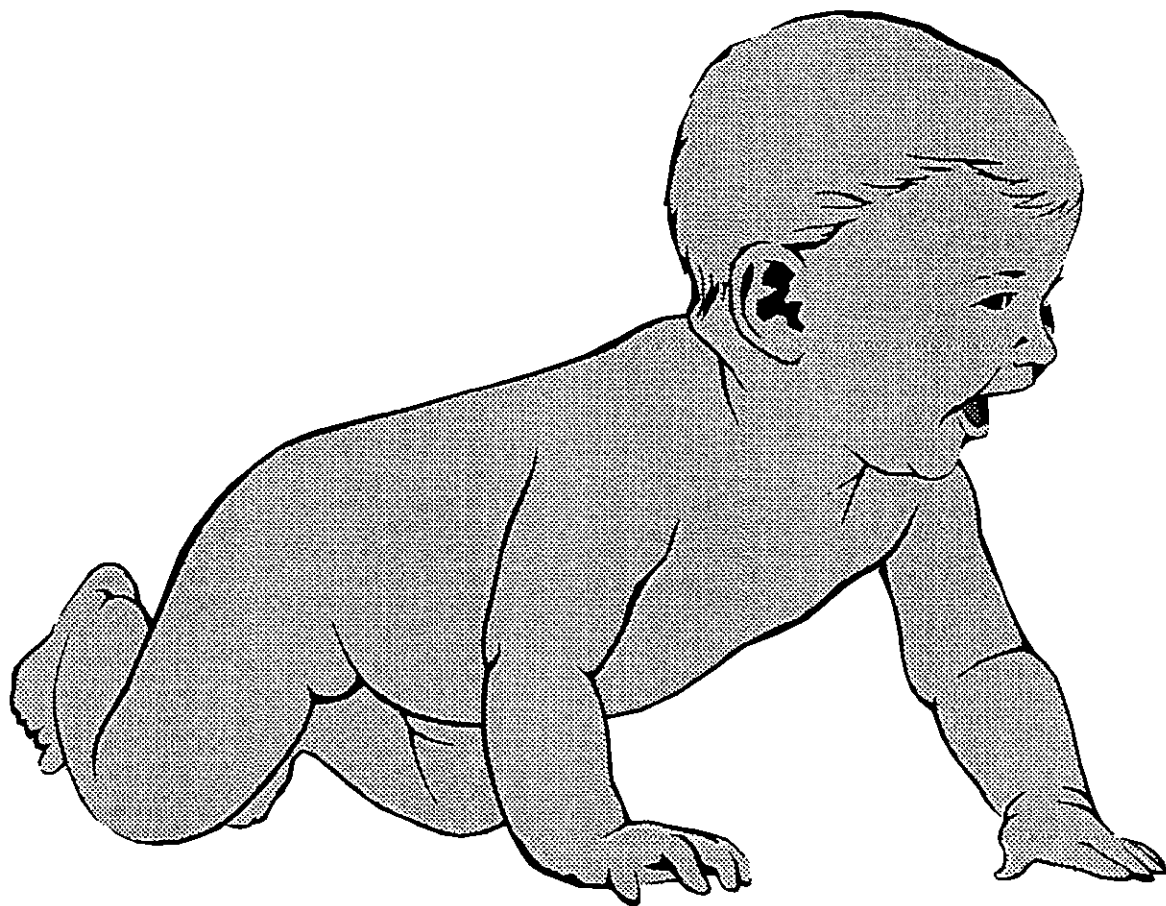






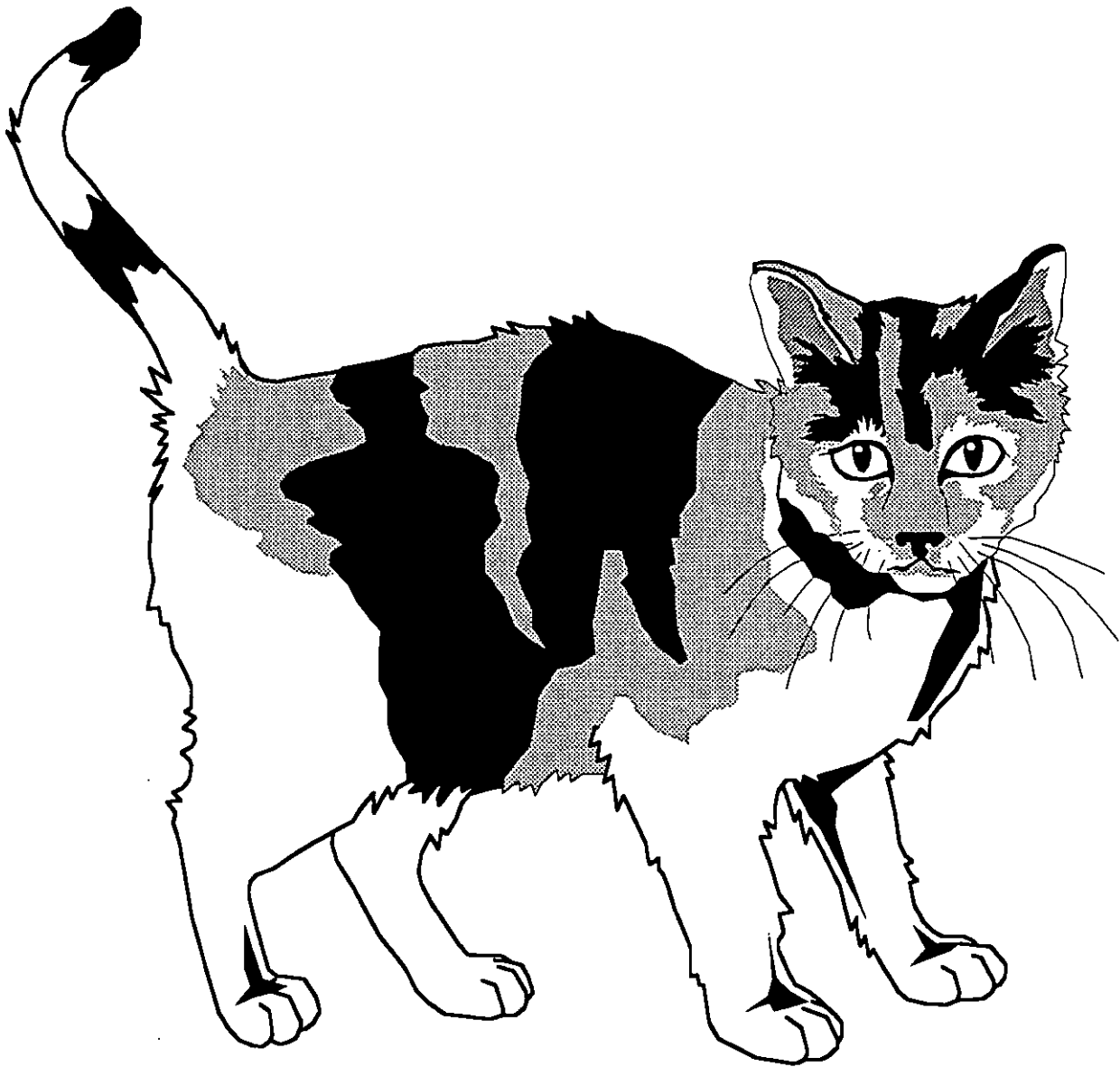


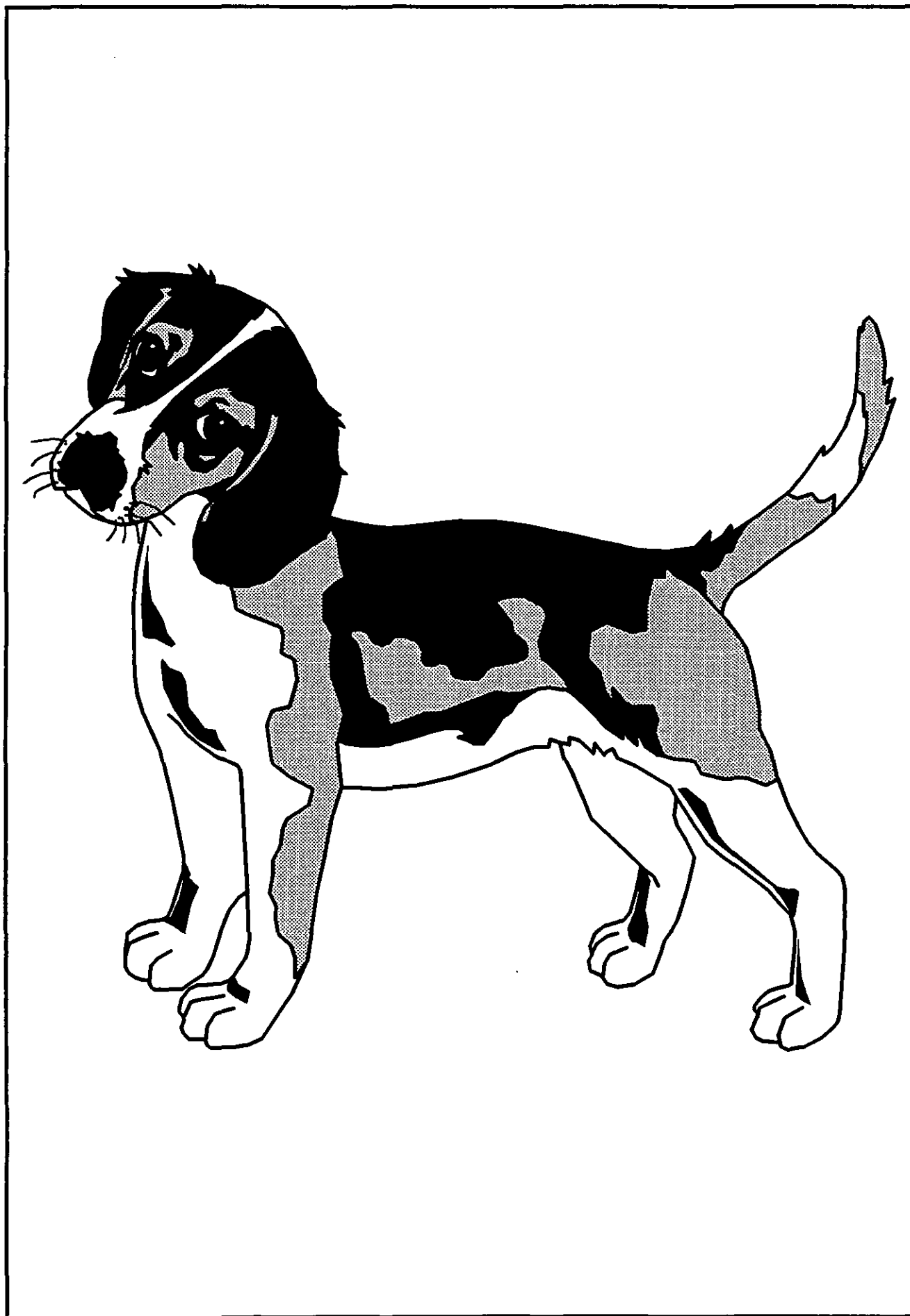




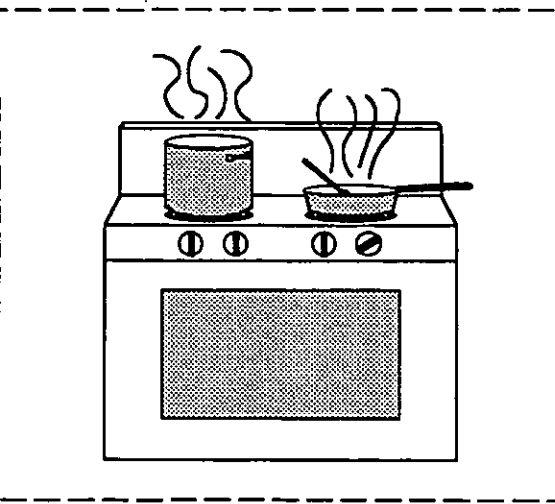
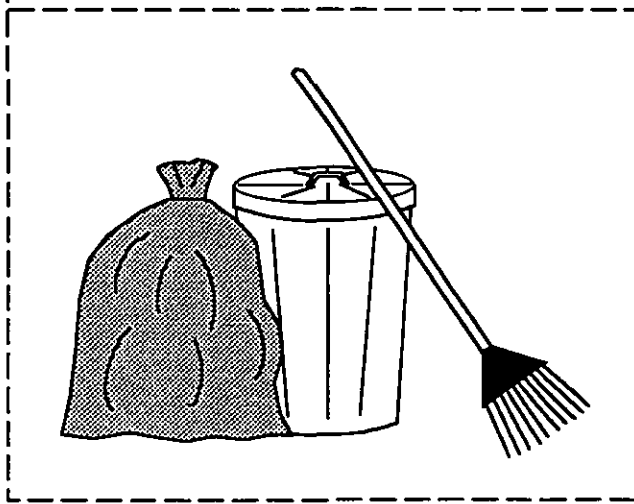
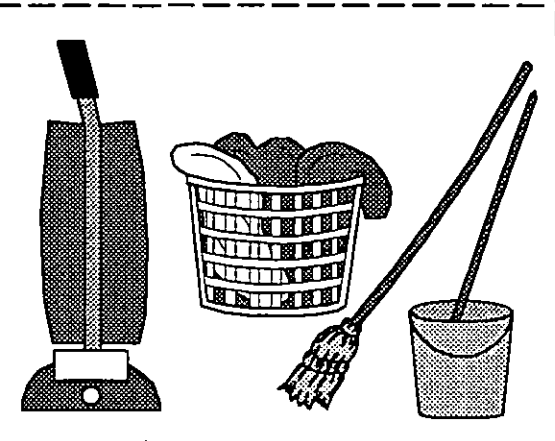
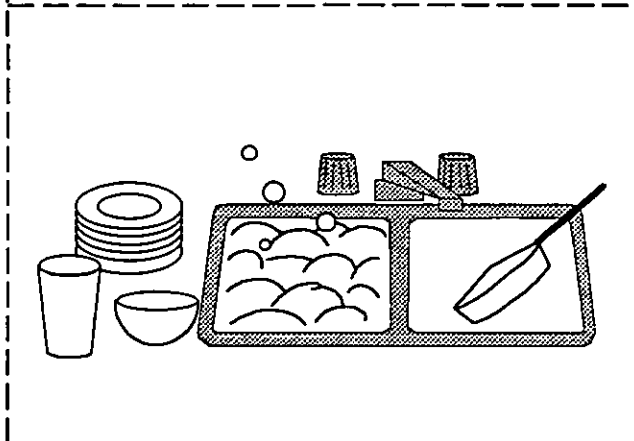
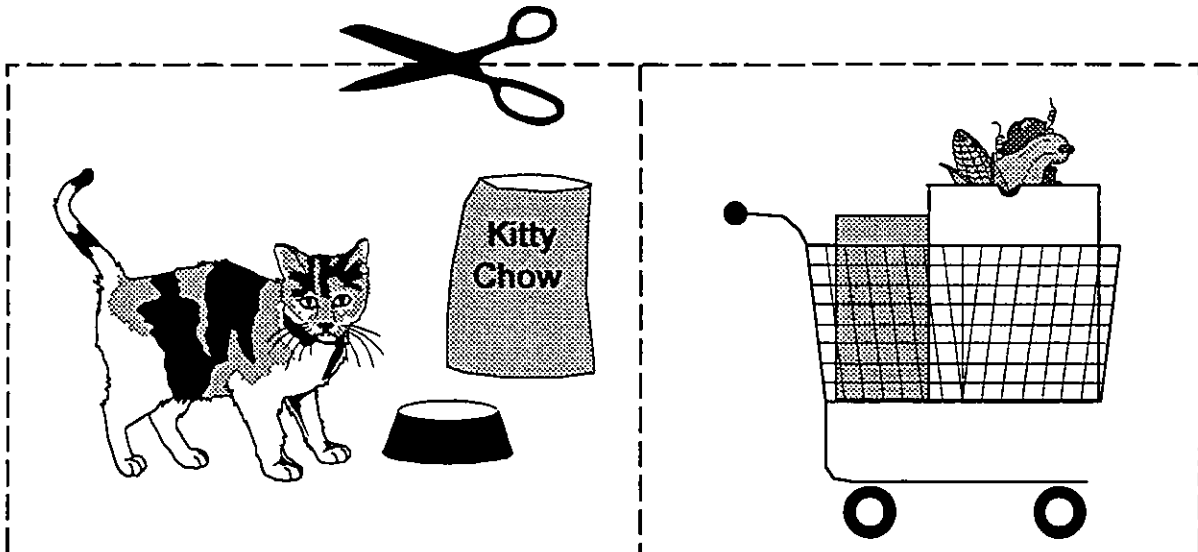






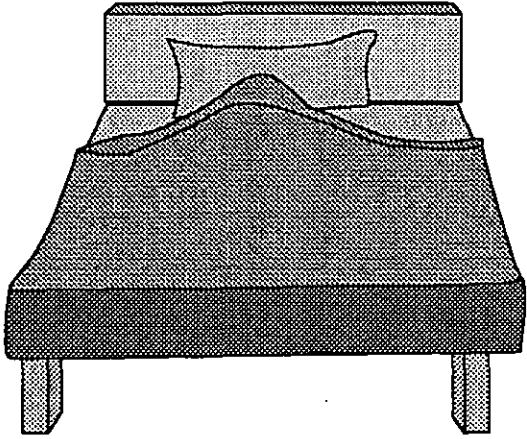
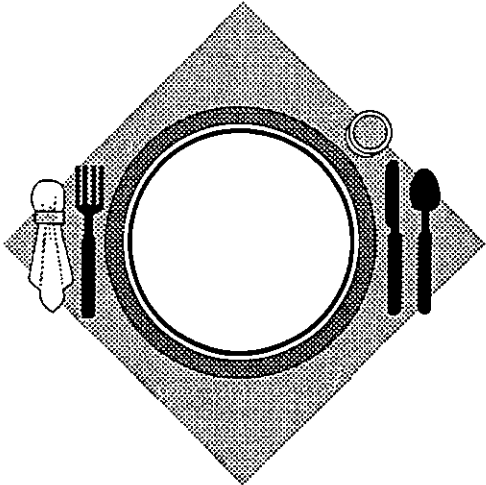
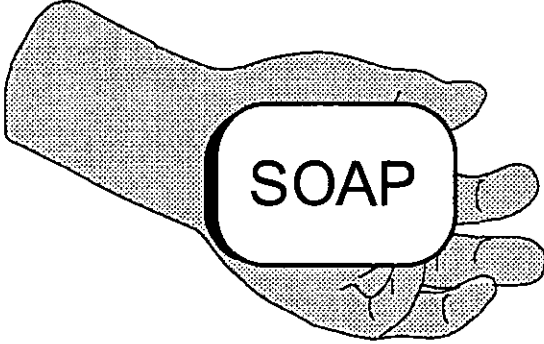
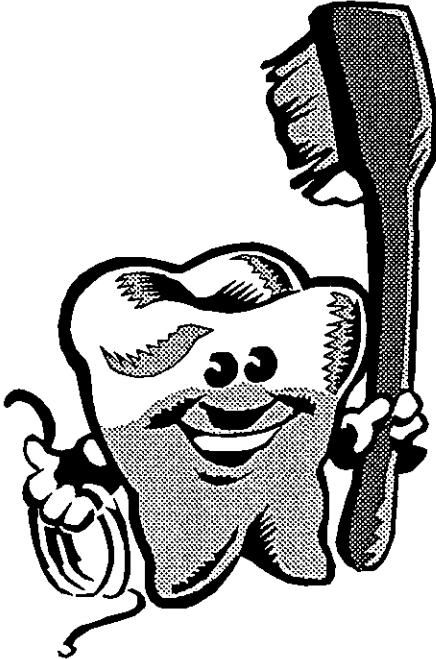


# Household Jobs



# Household Jobs





## Rules in a Circle

### Major Idea

This strategy provides students with an opportunity to participate in a decision-making process that results in the adoption of rules. Students sit in a circle for the duration of this activity. Manage discussion around the circle by assigning the holder of the circle's mascot the right to speak.

### Learning Objectives

Students will:

1. work with members of the circle to create rules that make the circle activity orderly, fair and accessible to each group member
2. recognize the importance of rules
3. demonstrate a sense of responsibility and an awareness of each individual as a member of the circle group; and
4. distinguish the circle group and its rules from other school and home groups and their rules

***The student will identify roles people have in family and school.***

This will include responsibilities people have in each setting and ways people help each other. Understanding roles includes respect for and acceptance of individual differences. Career awareness may be included with this objective.

***The student will identify the need for rules in home and school.***

Focus will be on involving the students in the development of rules that show consideration for others and ensure the safety and protection of the individual. Responsibility for following these rules will be emphasized.

### Social Studies Essential Elements

1C, 1E, 1F, 2B, 4A, 4B, 4C, 7A, 7B.

### Materials Needed

Attachment 5: Rules Most Often Used

Filmstrip and cassettes—"Citizenship Adventures of the Lollipop Dragon," "Rules are Important: A Mixed Up Mess," Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, Illinois 60614

Stuffed animal or object

## Vocabulary

mascot  
right to speak  
symbol

meeting  
rules  
vote

## Teaching Strategies

Introduce the class to similarities and differences between the family unit and the circle group and how group rules affect the fairness and orderliness of group activities. Rules of the circle group will allow each member to participate in the group's activities.

1. Introduce rules to students by showing the filmstrip and accompanying cassette entitled "Rules are Important: A Mixed Up Mess." At "stop frame," discuss the following (**Handbook of Strategies, Strategy No. 6**):
  - a. Pretend you are a pie eater who wants to win a contest. What do you have to do to win?
  - b. Is the contest safe and fair? Why or why not?
  - c. What rules are needed to make the contest fair and safe?
  - d. Reinforce the idea that different kinds of rules create different kinds of situations. Ask students if they have ever changed the rules of a game to make it more exciting or more challenging. Discuss whether or not changes were safe and fair to all.
2. Ask students to come to a Circle Time activity and help students form a circle. Another way to conduct this activity would be to follow the Inner Outer Circle method (**Handbook of Strategies, Strategy No. 17**).

Introduce a mascot, usually a stuffed animal, and explain that whoever is holding the mascot has the right to speak.

Ask students to brainstorm rules that will help make this circle session function smoothly (**Handbook of Strategies, Strategy No. 3**). Write each proposed rule on a flip chart or blackboard (see sample of commonly used rules on **Attachment 5**).

Ask students about the rules on the list. Highlight important points. Combine and, if necessary, selectively edit suggestions students make for the list of rules.

Open a discussion about the reasons these rules are important. List the reasons beside each rule on the flip chart.

Introduce the class to the problem of selecting a final set of rules for the circle group. Ask students to choose a method of deciding on these rules (voting or consensus are the usual choices).

Transcribe final list of rules onto a chart and review this list at the beginning of each circle meeting. Also ask the students to review reasons for the rules.

Introduce a role play game to the circle group (**Handbook of Strategies, Strategy No.2**). Instruct students to abide by the rules of conduct they have selected as a group. Explain that one student will choose a person/job at home or at school and tell it to the teacher, then that student will act out that person's job for the circle members. Circle members will take turns guessing what the job is, passing the mascot as students take turns. Make sure each student is given the chance to have a turn with the mascot.

3. Extend role-play activity to include students acting out a job of someone they see on their way to or from school (i.e., guard, bus driver, garbage collector).

### **Evaluation**

No formal evaluation

**Attachment 5*****Rules Most Often Used:***

- ★ Talk only if you are holding the mascot.
- ★ Each student is given a turn to speak.
- ★ It is permissible to "pass"; however, after everyone has had a turn, anyone that passed may be given another chance.
- ★ It is important to listen to the person who is speaking.
- ★ Ask permission to change seats, or stay in your seat.
- ★ Follow the teacher's directions.
- ★ Handle the mascot carefully without pulling or tugging.
- ★ It is important to be still so the person talking is not interrupted.

### Major Idea

On the primary level, the student first learns that voting is making a choice, then learns different ways to cast a vote (raise hands, put figure next to favorite picture, mark picture or square on paper ballot). In a sequence of strategies, the student begins to learn that it is important to voice your opinion in a group, to participate as a group member, and to participate in making rules and selecting helpers for the class.

### Learning Objectives

Students will:

1. recognize voting as a way of making a choice
2. make a paper ballot for voting
3. use the paper ballot to vote for class rules and class helpers/jobs

### Social Studies Essential Elements

1B, 1C, 1E, 4A, 4B, 4C, 5A, 7A, 7B.

### Materials Needed

Attachment 6: Make Your Own Paper Ballot

Attachment 7: Check the Square Ballot

Attachment 8: Signs

Attachment 9: Classroom Jobs and Rules Ballot

Attachment 10: Neighborhood Safety Signs Ballot

### Vocabulary

caution

cross

safety rules

choice

paper ballot

vote

## Teaching Strategies

1. Ask students if they have ever had to make a choice. What kind of choices do we make? How do we make them? What about choices we make in the classroom? What kinds of choices do we make together as a group? How do we make those choices?

What is voting? How do we vote in the classroom? What kinds of decisions and choices do we make by voting?

2. Demonstrate to students how to make their own paper ballots and class ballot box (**Attachments 6 and 7**). Demonstrate by using a sample paper ballot as the method of checking a choice on the ballot in order to cast a vote. Lead class in voting activity.
3. Discuss jobs and rules needed in the classroom. Have students list these jobs and rules using paper ballots. Vote on which ones will be used in the classroom (**Attachment 9**).
4. Ask students what rules they follow on the way to school. What signs do we see that remind us of these rules (**Attachment 8**)?

**Railroad crossing**

**School crossing**

**Bicycle crossing**



**Pedestrian crosswalk**



Show examples of these signs. Ask students to select which signs they think apply to the neighborhood around their school (**Attachment 10**).

## Evaluation

No formal evaluation.

**Make Your Own Paper Ballot**

<b>Official Ballot</b>	
<b>Color the box next to the snack you want.</b>	
	<input type="checkbox"/>
	<input type="checkbox"/>

<b>Boleta Oficial</b>	
<b>Dar color al cuadro al lado del tentempié que usted desea.</b>	
	<input type="checkbox"/>
	<input type="checkbox"/>

Instruct students to take out a plain piece of paper and write "BALLOT" at the top as shown. Demonstrate this to students. (You may want to write the Spanish word for ballot, "boleta," to mimic Texas ballots for adults.)

Then ask students either to paste a picture of what they are voting for, draw a picture of what they are voting for, or write the words for what they are voting for. Next, have students place a square beside each item from which they have to choose (as shown in sample).

Follow this activity by having students place an "X" in the box of what they are voting for and then place the ballot in a box. Have the votes tallied and then reward them with the snack of majority choice. You may wish to demonstrate the concept of scarcity by repeating the activity with a limited supply of the preferred choice.

**BALLOT: VOTE**

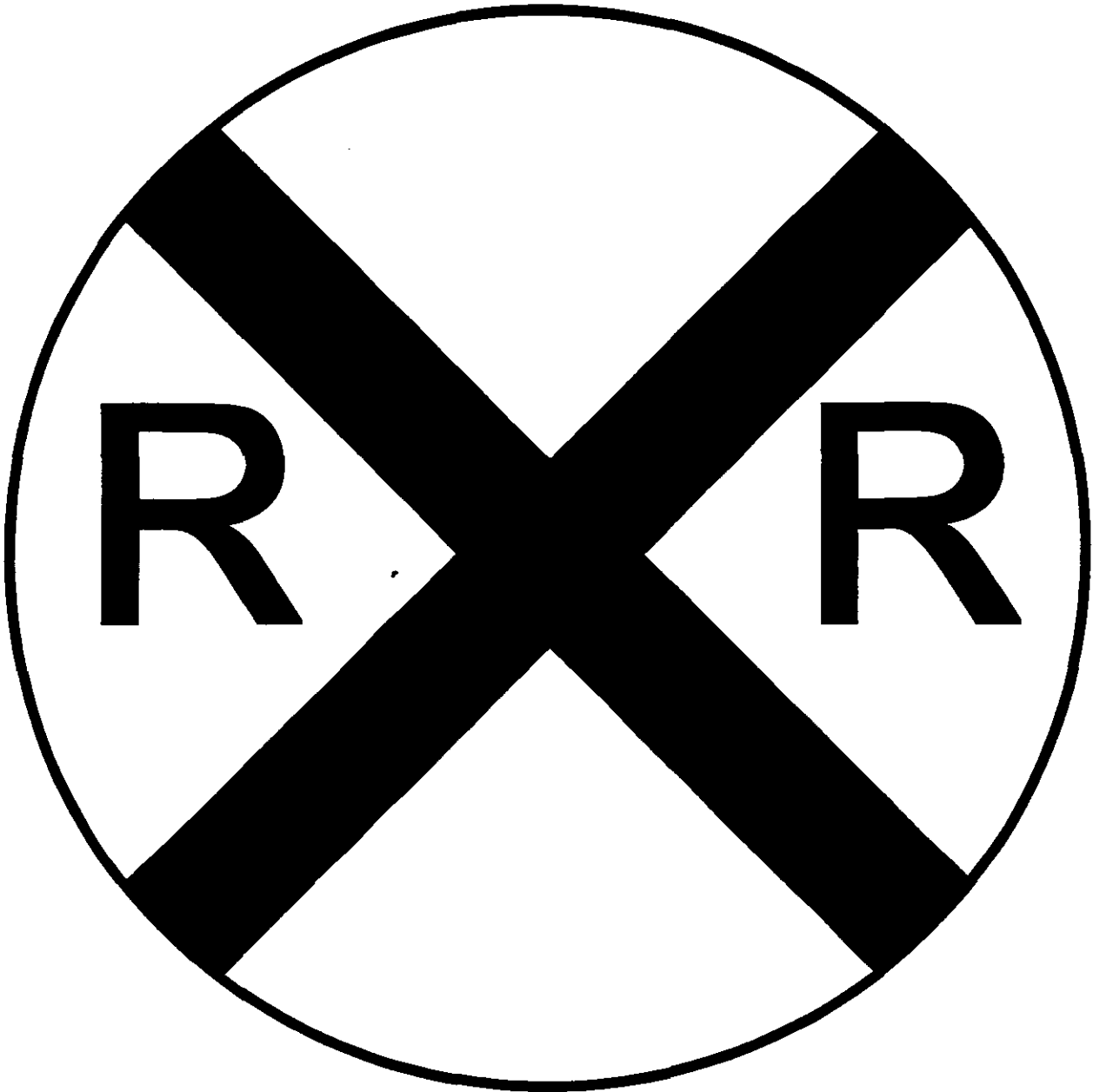
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**BOLETA: VOTE**

---











**Instructions:** Have students list classroom jobs and rules using the ballots below.  
Vote on which ones will be used in the classroom.

**CLASSROOM JOBS AND RULES  
BALLOT: VOTE**

---

<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

**TRABAJOS Y REGLAS DE CLASE  
BOLETA: VOTE**

---





<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

# Attachment 10

**Instructions:** Ask students to select which signs they think apply to the neighborhood around their school.





**NEIGHBORHOOD SAFETY SIGNS  
BALLOT: VOTE**

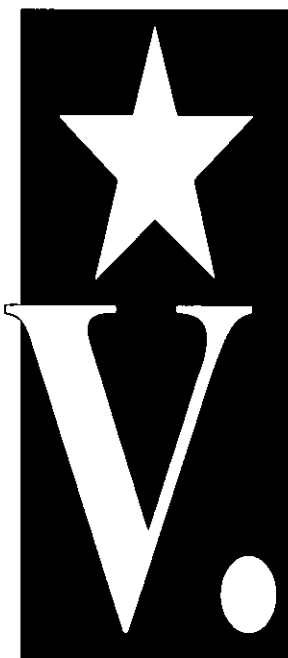
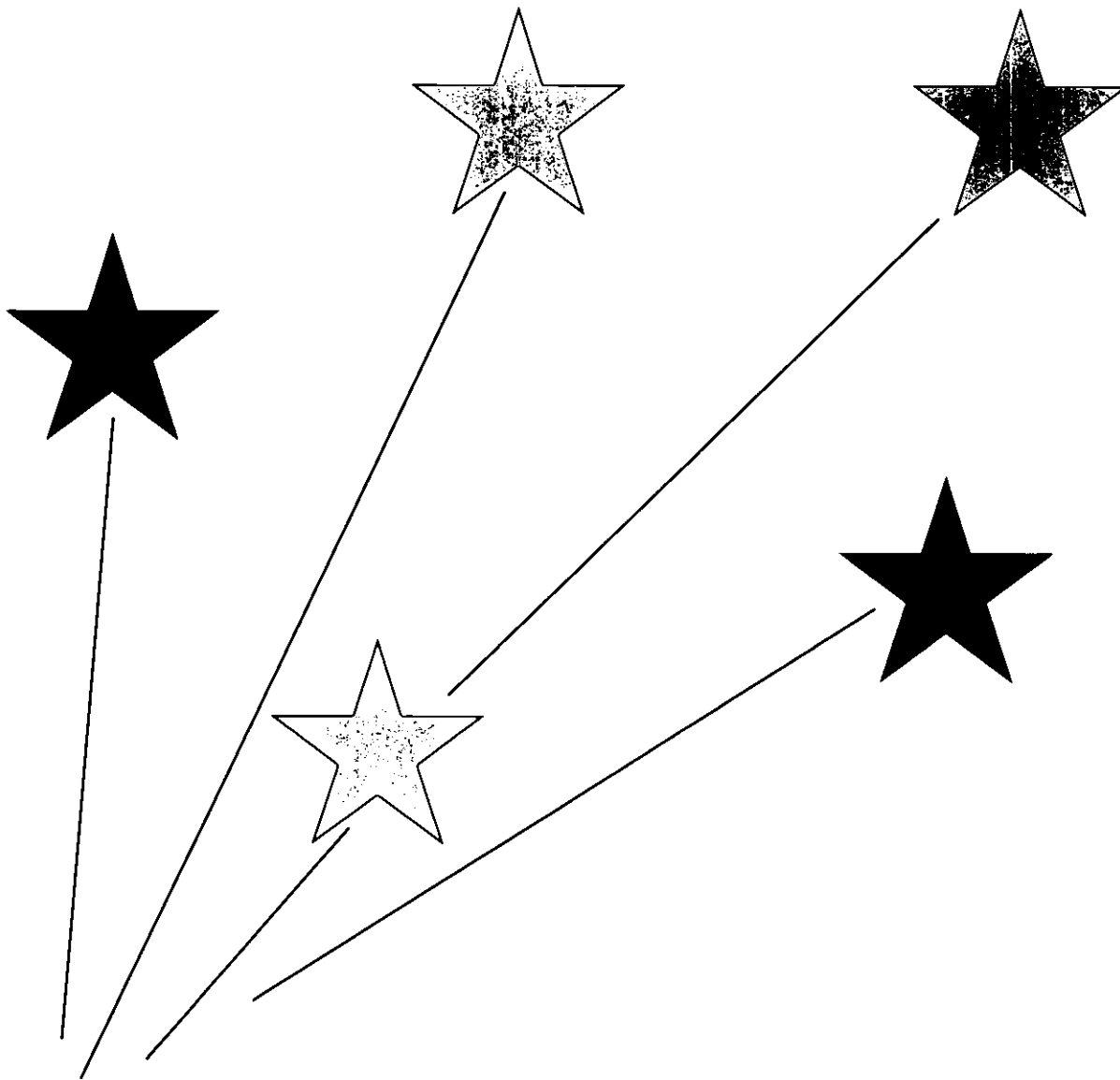
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<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	

**BOLETA DE ROTULOS DE SEGURIDAD  
VECINDARIOS: VOTE**

---

<input type="checkbox"/>		<input type="checkbox"/>	
<input type="checkbox"/>		<input type="checkbox"/>	



*Project*

**V**.O.T.E.

Voters of Tomorrow through Education

### Major Idea

This strategy builds upon the student's role as a member of a class and of a community. The second grader learns that an individual's opinion is important and will directly affect the outcome of decisions made by the group.

### Learning Objectives

Students will:

1. participate effectively as a member of a group
2. distinguish between activities that are done by individuals and those that are done by groups of people
3. recognize the need for rules to protect rights and property
4. participate in making rules for the classroom

***The student will help make classroom rules.***

The focus will be on active participation by all students in the rule-making process, identifying problems, suggesting solutions, and working together.

***The student will tell how and why rules protect rights and property.***

Emphasis will be on the importance of accepting responsibility for one's actions toward self and others.

***The student will recite or write the names associated with where they live.***

The focus will be on city/town/county, state, and country.

***The student will gather and interpret information from simple pictures, charts, and graphs.***

Materials used will focus on the neighborhood and community.

### Social Studies Essential Elements

1A, 1B, 4B, 4C, 5D, 5E, 6A, 6B, 6C, 7B.



## Materials Needed

Attachment 1: In a Group or By Myself

DUSO Self Awareness Kit: (this kit contains puppets, stories, and role-play cards dealing with school related situations, decision-making, and enhancing positive self-concepts), American Guidance Service, Inc., Publisher's Building, Circle Pines, Minnesota 55014

Dimensions For Living: ("*Family Life Education and Self Concept*" guide booklet), Tidewater Assembly on Family Life, a Division of Health, Welfare, Recreation Planning Council, 1100 First Virginia Bank Tower, 101 St. Paul's Boulevard, Norfolk, Virginia 23510

## Vocabulary

group  
member  
protect  
rights

individual  
property  
responsibility  
rules

## Teaching Strategies

Introduce the concept of group and compare roles: self as an individual and self as a group member.

1. Lead the class in a discussion: "What is a Group?" Put responses on the board. Define a group as two or more people working together, and an individual as one person.

Develop a list of things that are specifically individual activities (i.e., painting, riding a bike, skating). Develop and lead role play activities (**Handbook of Strategies, Strategy No. 2**).

Develop a list of things that are specifically group activities (i.e., team sports, folk dancing, service organizations). Identify what individual group members do in each activity (i.e., shortstop, dance leader, president). Prepare a bulletin board of these activities with pictures students find in magazines.

2. Develop a list of activities that can be oriented to an individual or to a group (i.e., reading a book, playing a video game, writing a report)(**Attachment 1**). Give examples of classroom activities and/or organize role play and identification games .

3. Identify and develop a list of groups and meeting places (i.e., baseball teams, scouts). How do you get to the meeting place from here? Display neighborhood map and ask students to show the class the routes to their meeting places.
4. Ask students to draw themselves in a group activity of their choice and display the pictures.

Review the pictures drawn by students. Describe the role they play in these groups. Do these groups have rules? What kinds of rules? Why do they have these rules? Ask each student to list rules and reasons. Why are they needed? Review pictures drawn by students. Ask students to write rules that go with the group activity in the picture.

5. Discuss property and rights. Discuss as a class the rules needed to protect property and rights.

Discuss the following questions and list responses:

What rights are protected in the classroom?

What rules protect those rights? What other rules do we have?

What property is protected in the classroom?

What rules protect property?

6. List new rules proposed by the class and lead the class in a vote for the rules they want to adopt. Graph the results of the vote on a bar graph.

## **Evaluation**

No formal evaluation

Informal observation

Successful completion of the learning activities

# Attachment 1

Name \_\_\_\_\_

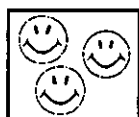
Date \_\_\_\_\_

## In a Group or By Myself

Cut and paste to show which things you do by yourself or in a group.

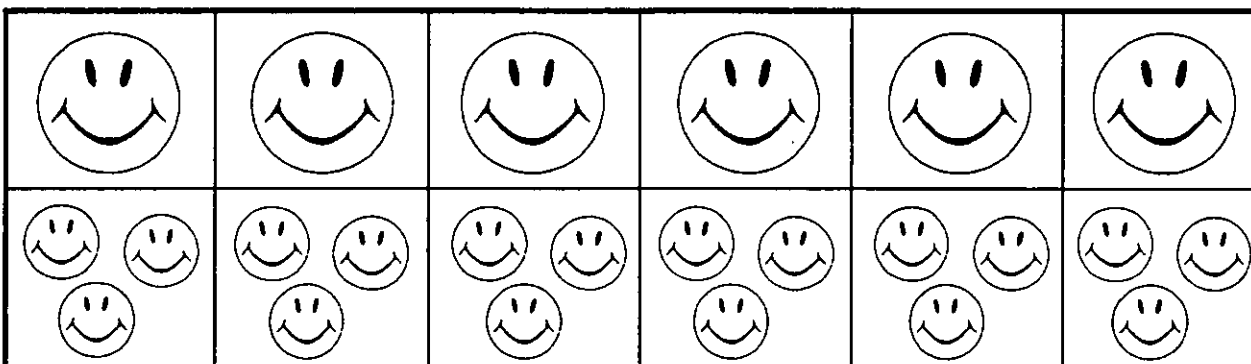


I do it by myself.



I do it in a group.

1.	Brush my teeth.		
2.	Play baseball.		
3.	Ride the school bus.		
4.	Eat a cookie.		
5.	Read a book.		
6.	Go to recess.		



## Group Decisions and Rules

### Major Idea

This strategy emphasizes that voicing an opinion in a group situation affects the outcome of decisions. These exercises further the students' understanding that a person maintains individuality even as a member of a group.

### Learning Objectives

Students will:

1. demonstrate an understanding of how individuals can influence decisions
2. recognize that there are many ways groups and people communicate
3. demonstrate an understanding of the significance of rules
4. perform fundamental research activities

***The student will help make classroom rules.***

The focus will be on active participation by all students in the rule-making process, identifying problems, suggesting solutions, and working together.

***The student will tell how and why rules protect rights and property.***

Emphasis will be on the importance of accepting responsibility for one's actions toward self and others.

***The student will recite or write the names associated with where they live.***

The focus will be on city/town/county, state, and country.

***The student will identify the different ways people communicate.***

The focus will be on different means through which people communicate (talking, telephone, mail, radio, television, etc.).

***The student will use the media to gather information about current events.***

The focus will be on the use of television, radio, newspapers and magazines to provide information for oral reports.

***The student will gather and interpret information from simple pictures, charts and graphs.***

Materials used will focus on the neighborhood and community.

## Social Studies Essential Elements

1A, 1B, 1C, 1D, 4C, 6A, 6B, 6C, 7B.

### Materials Needed

Attachment 2: My Rights/Group Rules  
 Attachment 3: Vocabulary Seek-N-Find  
 Attachment 4: My Property  
 Brochures  
 Magazine advertisements  
 Dimensions for Living

### Vocabulary

choose  
 groups  
 influence  
 meet  
 preference  
 reasons  
 rules

decisions  
 individual  
 join  
 membership  
 protected  
 rights

### Teaching Strategies

Introduce to the class the importance of participating in group decisions. Give examples of group decision-making from classroom experiences. Note that individual interests are considered in the decision-making process. Give consideration to issues that affect students both in and out of class.

1. Ask the class, "How do we become members of groups?" Do we always choose to be a member?

Ask students for names of groups they have chosen to join. Display pictures which represent these groups. "Why did you decide to join?"

Ask students to name groups of which they are members and did not choose to join (i.e., family, class, sex, race). Display pictures of people representing these groups.

2. How do groups make decisions? How can an individual influence the decision of a group? How are rights protected among groups? Discuss individual property that each student owns, and their rights to own it (**Attachment 4**). Discuss rules and rights and their importance (**Attachment 2**). Demonstrate through role-play (**Handbook of Strategies, Strategy No. 2**).
3. Have the class make a collage representing their rights (**Handbook of Strategies, Strategy No. 14**). Discuss classroom rules. Have the class make a poster listing the classroom rules.
4. How do groups tell us about themselves (i.e., television, radio, mail, newspapers, magazines, word-of-mouth)? How does this change how we think about them? Ask for examples.
5. Discuss the protection of rights and class rules. Discuss the importance of voicing an opinion.
6. Instruct students to prepare a notebook/scrapbook or a presentation about their membership in a group.

Tell students to include the name of the group, where it meets (the address), the rules of the group and the reasons they chose to join or want to join. Students can ask for a pamphlet or brochure from the group leader. Encourage students to include any pictures, graphs or charts they can find about the group.

Ask students to share their notebooks or presentations with the rest of the class. Involve students in a discussion of the pictures and written materials about the groups they present.

7. To reinforce the concepts/vocabulary discussed, use the Vocabulary Seek-N-Find (**Attachment 3**).

## Evaluation

No formal evaluation

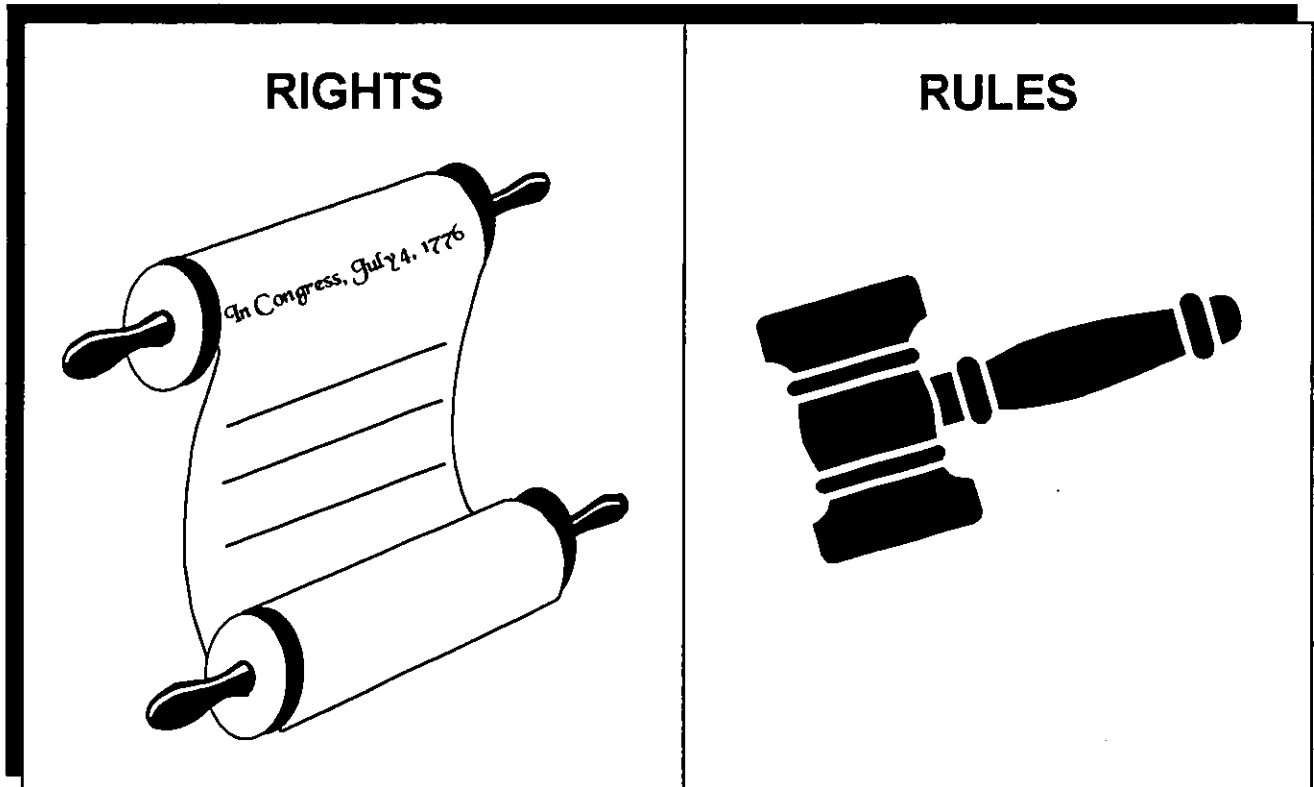
Informal observation

Class discussions

Quality of the notebooks and presentations submitted by each student

## Attachment 2

## My Rights/Group Rules



Be myself: race, sex

Like my favorite things

Be equal with others

Believe and worship as I choose

Have hobbies

Own and care for my property

Not to be insulted or hurt by others

Meet my basic needs: food, clothing, and shelter

Be on time

Be awake

Be alert

Come to meetings

Assist with projects

Learn pledges

Follow rules

Act in a way that is appropriate to what the group is doing

Be neat

Respect others

## Vocabulary Seek-N-Find

Find the vocabulary words from the word list below. When you find a word, circle it. The words may appear up, down, across, backward, and diagonally. When you have found all the words, define each one.

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

## Word List

group  
individual  
choose  
preference  
join

member  
property  
groups  
reasons  
membership

protect  
responsibility  
influence  
rules  
protected

rights  
meet  
decisions

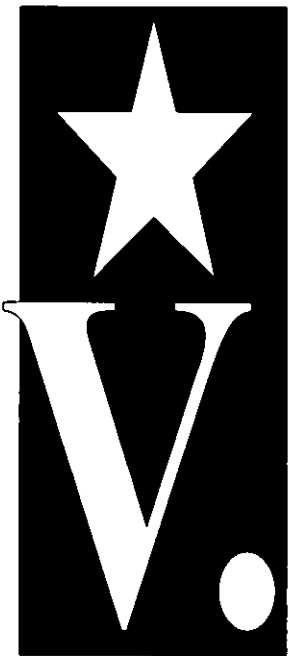
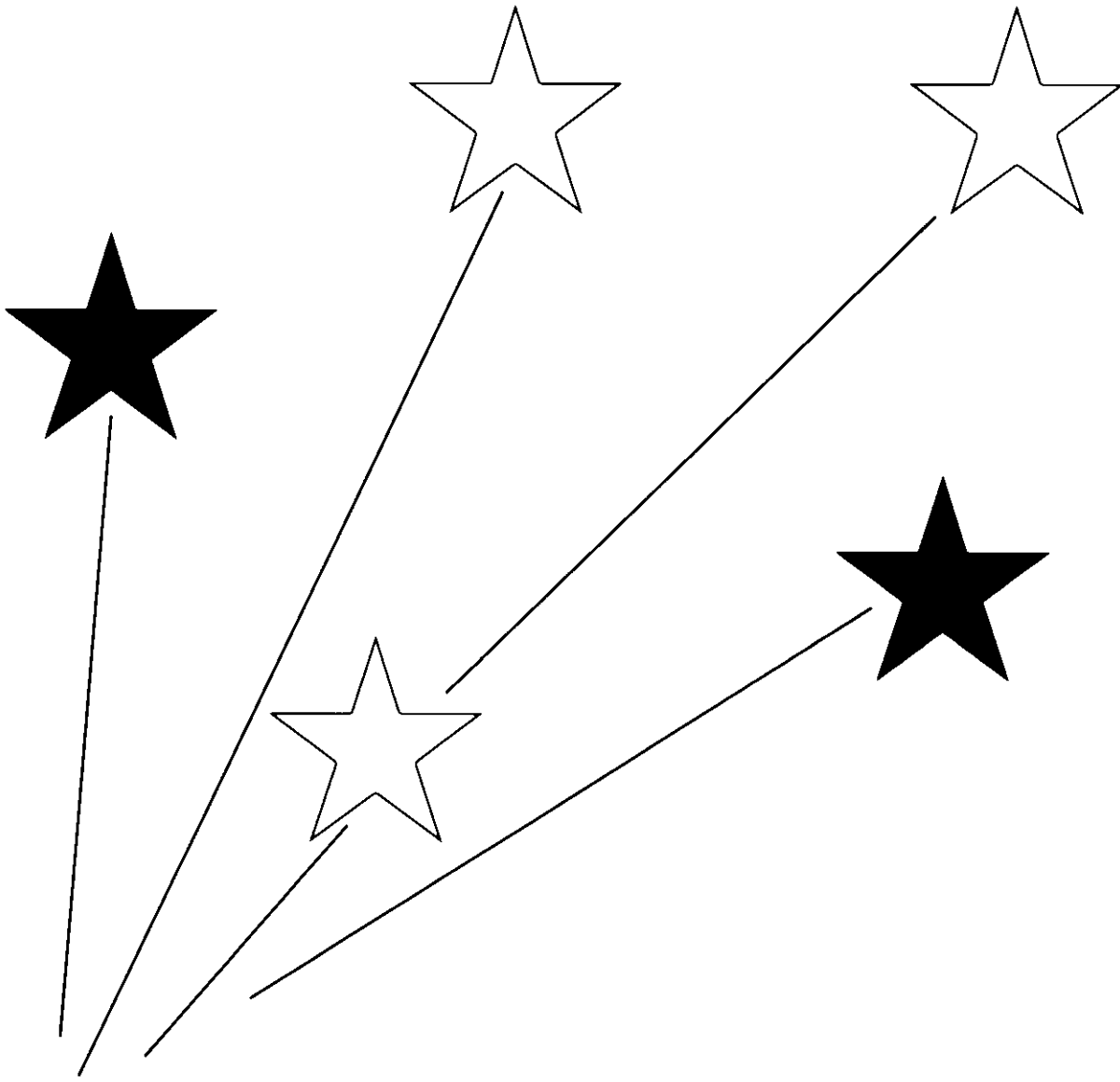


Vocabulary Seek-N-Find Key

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

***My Property***

Draw four pictures of property that you own (for example, your notebook, your bicycle, your clothes, your toys).

*Project*

VOTE.

Voters of Tomorrow through Education

# History of Voting

## Major Idea

Voting originated with the Ancient Greeks and is described today in the 15th Amendment to the United States Constitution.

## Learning Objectives

Students will discuss the history of voting from the time of the Ancient Greeks to today.

## Social Studies Essential Elements

1A, 1B, 4A, 4B.

## Materials Needed

Attachment 1: U.S. Symbols

Attachment 2: Constitution of the United States Amendment 15

Attachment 3: History of Voting Time line

Women Voting

18-Year-Old Voting

## Vocabulary

originated

constitution

agora

suffrage movement

amendment

democracy

relevant

ratified

## Background Information

What originated with the Ancient Greeks, is described in the 15th Amendment of the U.S. Constitution, and is a precious benefit of living in a democracy (**Attachment 2**)? If you said **VOTING**, you are right.

The Ancient Greeks were the first ancient people thought to have practiced voting. They would meet daily in their city's Agora to discuss relevant topics of the times. They would take a vote by a show of hands or some type of primitive ballot.

Here in the United States when our forefathers established this country, they saw to it that the Constitution had a provision for allowing citizens the freedom to vote and choose their leaders. The first voters were: men, 21 years or older, citizens of the newly established United States, and of Anglo Saxon decent. Obviously this practice was discriminatory towards women and slaves. It was not until after the Civil War that it changed. President Abraham Lincoln, who was given credit for freeing the slaves, also fought to give them voting rights. The Fifteenth Amendment to the Constitution, ratified on February 3, 1870, gave African Americans the right to vote. It would be almost 50 years later before women, through the progress of the Suffrage Movement, would be granted the right to vote.

After African Americans and women were given the right to vote, there were no changes in the voting laws until 1970 when President Richard M. Nixon was preparing for reelection in the 1972 presidential race. The issues he faced were: the prolonged continuation of the war in Viet Nam, outrageous oil prices and never ending Civil Rights violations. He felt one way to help his reelection campaign was to lower the voting age to draw votes from the younger generation. Through his efforts the voting age was lowered from 21 to 18, and he was reelected.

### Teaching Strategies

1. Have students make a time line labeling the dates of: the Ancient Greeks circa 300 B.C.; the writing of the U.S. constitution circa 1776; the 15th Amendment to the Constitution circa 1870; the year women were given the right to vote in 1920; and the year the voting age was changed from 21 to 18 in 1970.
2. Teachers could assign one of the above dates to a student or a group of students to research and give a report (**Attachment 3**).
3. Duplicate the attached handout on national "symbols" (**Attachment 1**). Have students answer questions by matching pictures to questions.

### Evaluation

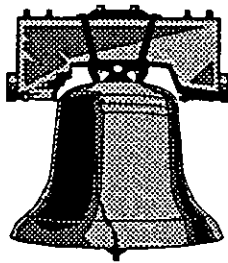
Evaluate students based on their answers to the following review questions:

1. *Who were the first people to have a voting system?*
2. *What race and sex were America's first voters?*
3. *Before 1970 what was the voting age?*

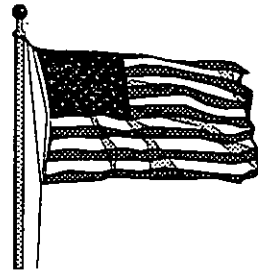
4. *What president was given credit for freeing the slaves?*
5. *What was the Suffrage Movement?*
6. *What president was responsible for lowering the voting age to 18?*

**Attachment 1****U.S. Symbols**

1. This bird is a symbol of our country. \_\_\_\_\_
2. This symbol is in Philadelphia, and it helps us remember our country's fight for freedom. \_\_\_\_\_
3. This symbol on the flag stands for each state. \_\_\_\_\_
4. These symbols on the flag stand for the first 13 colonies. \_\_\_\_\_
5. This symbol in New York Harbor stands for freedom and hope. \_\_\_\_\_
6. This symbol is a building in Washington, D.C., and it stands for our government. \_\_\_\_\_
7. He is sometimes called the Father of Our Country. \_\_\_\_\_



The Liberty Bell in Philadelphia helps us remember our country's fight for freedom.



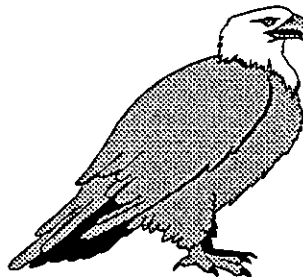
The flag of the United States stands for our country. Each stripe stands for one of the first 13 colonies.



The Capitol Building in Washington, D.C., stands for our government.



George Washington is sometimes called the Father of Our Country.



The eagle stands for our country and its freedom.

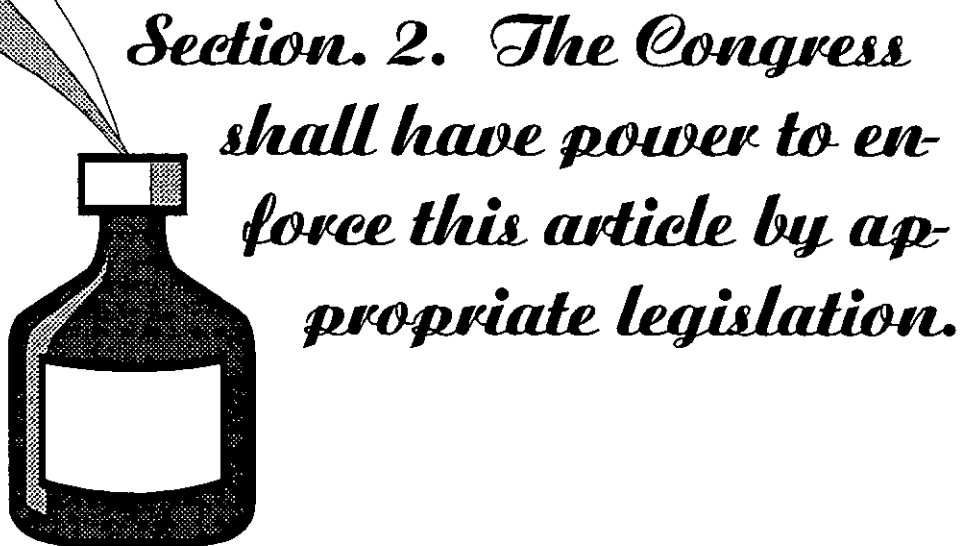


The Statue of Liberty is in New York Harbor. The statue is a symbol of freedom and hope.

# Constitution of the United States

## Amendment XV.

*Section. 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.*

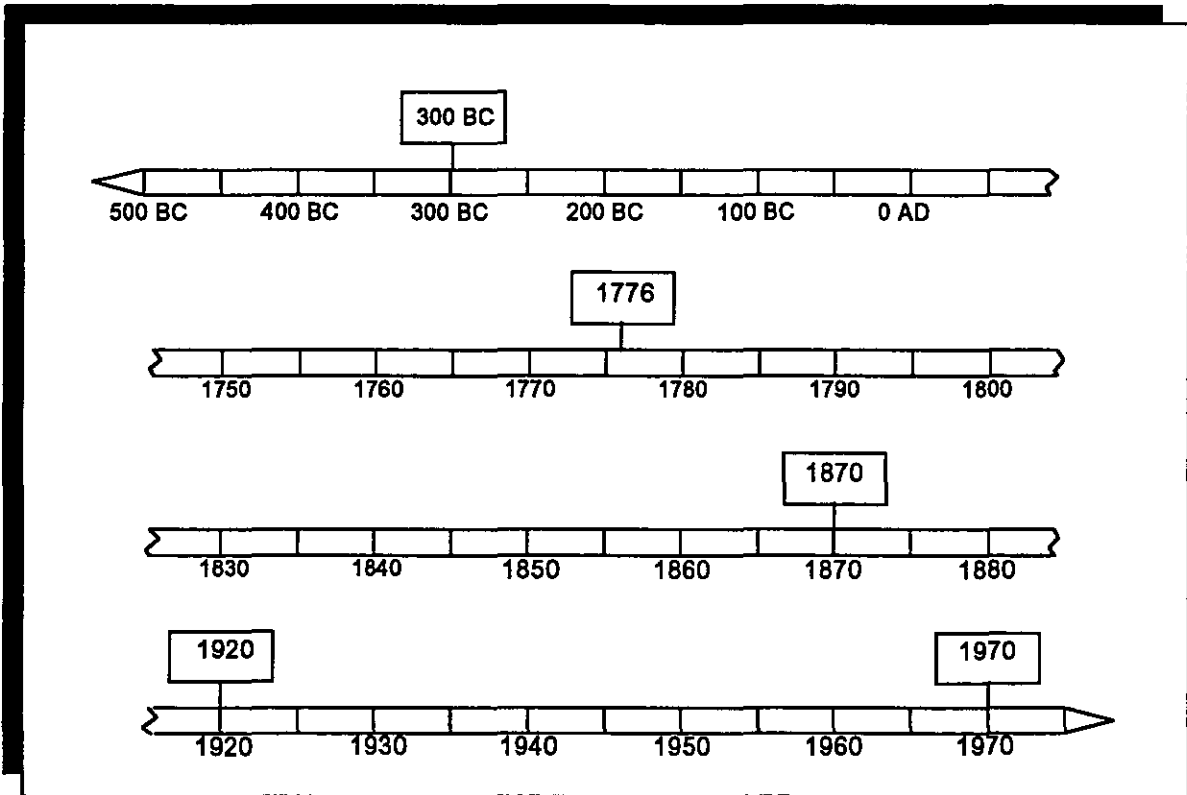


*Section. 2. The Congress shall have power to enforce this article by appropriate legislation.*



*History of Voting Time Line*

**Directions:** Assign one of the following dates (300 B.C., 1776, 1870, 1920, 1970) to a student or a group of students to research and give a report.



## How People Get Their Jobs

### Major Idea

Students will explore ways to get jobs in different occupations.

### Learning Objectives

Students will identify the ways people get jobs: apply, appoint, elect, self-employ, or volunteer.

### Social Studies Essential Elements

1A, 2A, 2B, 4B.

### Materials Needed

Attachment 4: How People Get Their Jobs  
(This attachment may be made into an overhead transparency to show to the class.)

### Vocabulary

apply  
categories  
elect  
self-employed

appoint  
community  
local

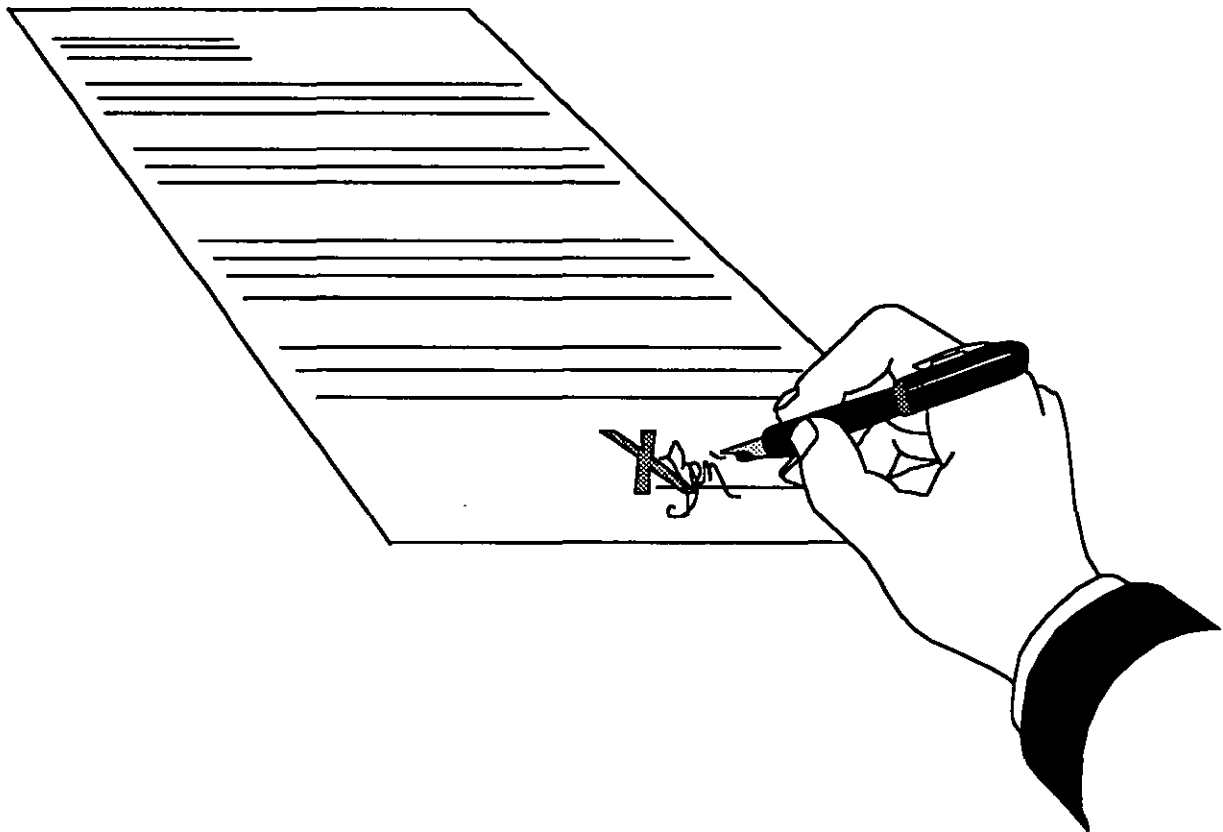
### Teaching Strategies

1. Students and teacher will make a list of various jobs (**Attachment 4**).
2. Students will list their parent's jobs under the appropriate category.
3. Students will list businesses in their local community that would fit into these categories.
4. Students will list businesses from their Adopt-A-School program that would fit under these categories.

5. After students and teacher have discussed how people get their jobs, have students choose a political office for which to run.
  - a. Discuss how candidates have to advertise themselves to the public using posters, speeches, and commercials.
  - b. Have students make posters, speeches, or produce a commercial to advertise themselves. Have someone video tape the commercials and speeches so students can get an idea of how they look and sound. Students could critique each others performances.
  - c. Teachers could arrange to have an elected official as a guest speaker to discuss an ad campaign (**Handbook of Strategies, Strategy No. 25**). If one is not available, perhaps an advertising executive with knowledge of election campaigns could visit and discuss the components necessary to produce a winning candidate.

# How People Get Their Jobs

## *APPLY*



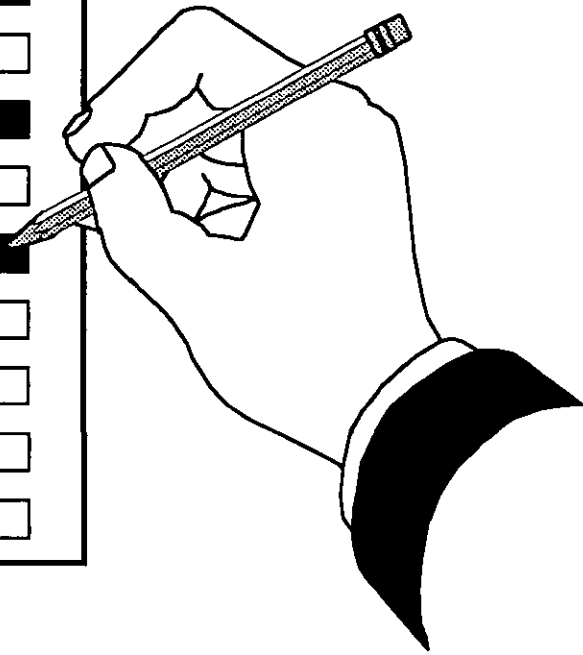
warehouse worker  
store clerk  
typist  
teacher  
waiter

# How People Get Their Jobs

## ***ELECT***

**Official Ballot**

_____	<input type="checkbox"/>
_____	<input checked="" type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input checked="" type="checkbox"/>
_____	<input type="checkbox"/>
_____	<input checked="" type="checkbox"/>
_____	<input type="checkbox"/>
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_____	<input type="checkbox"/>



**U.S. Senator  
Governor  
Council member**

# How People Get Their Jobs

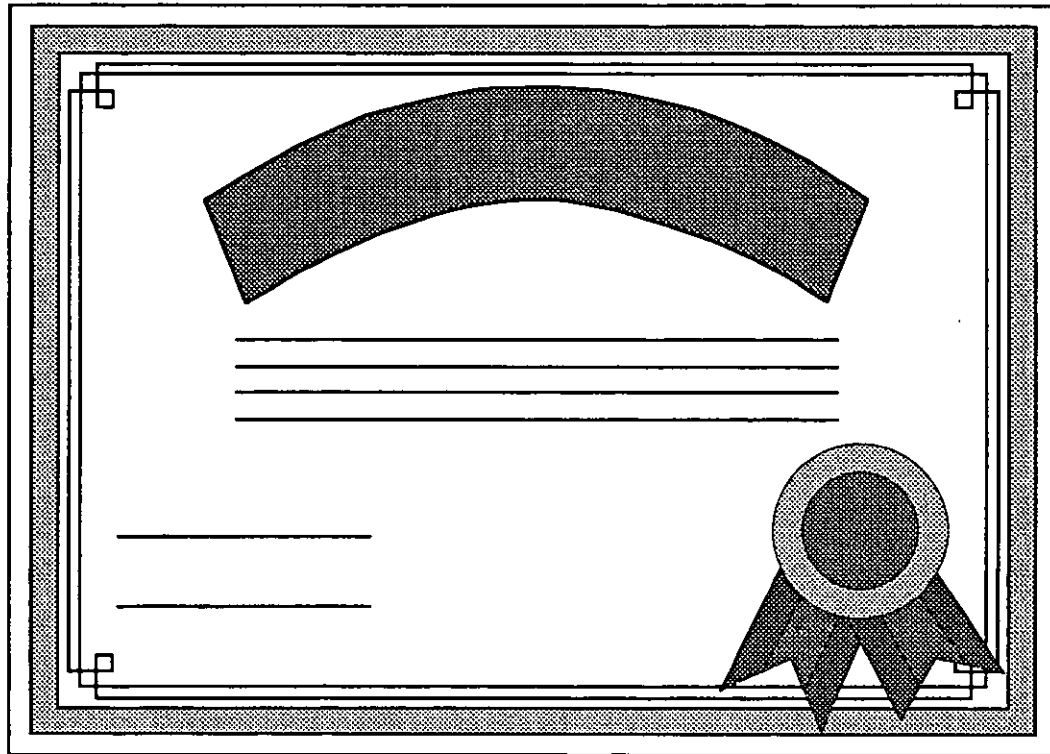
## *APPOINT*



**directors**  
**chief executive officers**  
**boardmembers**

# How People Get Their Jobs

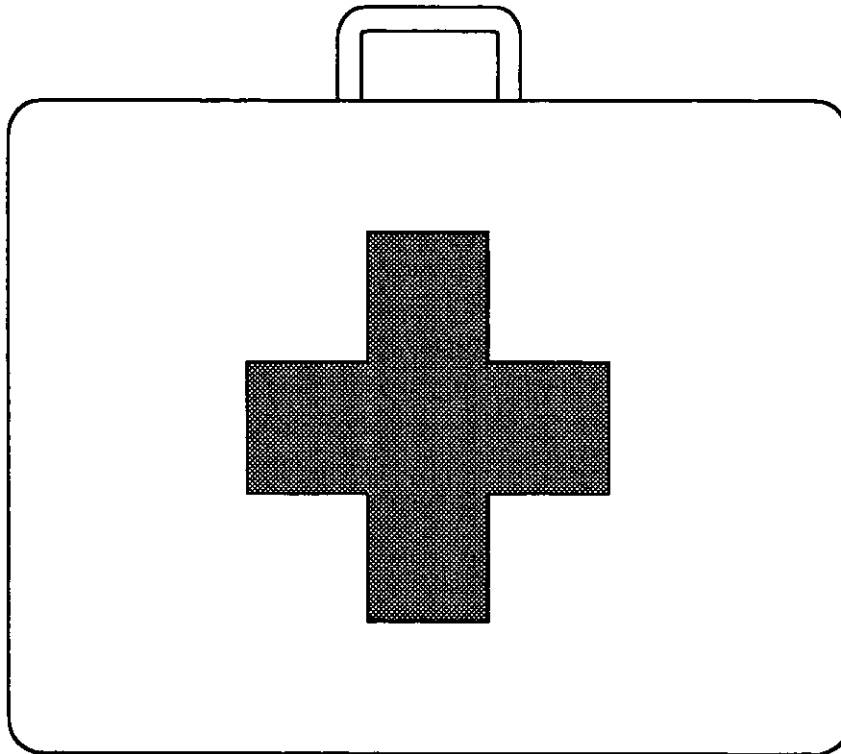
## ***SELF-EMPLOY***



painter  
artist  
caterer  
farmer

# How People Get Their Jobs

## ***VOLUNTEER***



**candy stripers  
rescue squad  
safety patrol**



# **Elected Officials: City, State, and Nation**

## **Major Idea**

Students will have the opportunity to learn about elected officials.

## **Learning Objectives**

The student will be able to identify people who have been elected to office in their city, state, and nation.

## **Social Studies Essential Elements**

1B, 3C, 4A, 4B.

## **Materials Needed**

Attachment 5: Duties of County Officials  
Attachment 6: Elected Local Officials  
Attachment 7: Vote Game Board

## **Vocabulary**

city council  
governor  
comptroller  
treasurer  
judge  
county clerk  
elections administrator

mayor  
attorney general  
commissioner  
justice  
chair  
voter registrar

## **Teaching Strategies**

Students will list the various jobs within their city, state, and nation that are elected positions. Teachers should contact the mayor's office to get an accurate updated list of elected city council officials. Lists of elected state and national officials are

included with materials. Teachers in rural areas may opt to use elected county or state officials.

1. Have students name their local and state politicians (**Attachment 5, 6**).
2. Test their knowledge through the use of a game (**Attachment 7**).

**Attachment 5*****Duties of County Officials***

Among the local races that are elected in your county are the offices of county clerk and tax assessor-collector. The tax assessor-collector often performs duties of the voter registrar in the county, which means that among many other important statutory duties such as collecting taxes, the tax assessor-collector is also responsible for registering voters. In order for a person to register to vote, they must complete a voter registration application, which is postage-paid by the state, and mail it to the voter registrar in their home county (wherever they claim residency). The tax assessor-collector/voter registrar maintains the list of registered voters in your county. If you have any questions regarding what precinct you reside in or about the registration process in general, contact your tax assessor-collector.

The position of county clerk is also an elected office in your county. One of the many functions that person is responsible for is conducting all county elections. They may also contract with local political subdivisions in the county to conduct their elections. Being responsible for conducting an election means that they train the election judges and clerks, order the ballots, conduct early voting, and are responsible for the conduct of fair and honest elections in your county on election day.

In some counties in Texas (26 currently), an elections administrator is appointed by the county election commission. (The county election commission consists of the county judge, as chair; the county clerk, as vice-chair; the county tax assessor-collector, as secretary; and the county chairman of each political party.) The affirmative vote of a majority of the commission's membership is necessary for the appointment of an administrator. The person appointed to this position is responsible for voter registration and conducting all elections for the county. An elections administrator must also conduct the elections of the local political subdivisions in the county, if requested. They may also contract with local political subdivisions to conduct their elections.

***Elected Local Officials***

CITY: AUSTIN, TEXAS  
MAYOR  
MAYOR PRO TEM  
COUNCIL MEMBER PLACE 1  
COUNCIL MEMBER PLACE 2  
COUNCIL MEMBER PLACE 3  
COUNCIL MEMBER PLACE 4  
COUNCIL MEMBER PLACE 5

***Elected State Officials***

GOVERNOR  
LIEUTENANT GOVERNOR  
ATTORNEY GENERAL  
COMPTROLLER OF PUBLIC ACCOUNTS  
STATE TREASURER  
COMMISSIONER OF GENERAL LAND OFFICE  
COMMISSIONER OF AGRICULTURE  
COMMISSIONER, RAILROAD COMMISSION OF TEXAS  
COMMISSIONER, RAILROAD COMMISSION OF TEXAS  
CHAIRMAN, RAILROAD COMMISSION OF TEXAS  
CHIEF JUSTICE, SUPREME COURT OF TEXAS  
JUSTICE, SUPREME COURT OF TEXAS  
JUSTICE, SUPREME COURT OF TEXAS  
JUSTICE, SUPREME COURT OF TEXAS  
JUSTICE, SUPREME COURT OF TEXAS  
JUSTICE, SUPREME COURT OF TEXAS  
JUSTICE, SUPREME COURT OF TEXAS  
JUSTICE, SUPREME COURT OF TEXAS  
JUSTICE, SUPREME COURT OF TEXAS  
PRESIDING JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS  
JUDGE, COURT OF CRIMINAL APPEALS

**Attachment 7****Vote Game Board**

Teachers can make a VOTE game board (see sample below) with the names of city, state, or national officials listed. Teachers will call out a certain elected position (i.e., mayor). Students will look on their board for the mayor's name and cover it up. Teacher will continue calling out names of elected officials until one of the students covers up three names diagonally, horizontally, or vertically. After a student has covered the three spaces, continue playing the game by trying to be the first person to completely cover up all the names on the board.

V O T E		

# V O T E

<b>Frank Freedom</b>	<b>Rita Right</b>	<b>Joe Citizen</b>
<b>Megan Mayor</b>	<b>Polly Politics</b>	<b>Linda Liberty</b>
<b>Shawn Senator</b>	<b>Jerry Justice</b>	<b>George Government</b>

# Voting Procedures

## Major Idea

Students will explore different ways to vote.

## Learning Objectives

Students will identify which type of vote fits a given situation.

## Social Studies Essential Elements

1A, 1B, 4A, 4B.

## Materials Needed

Attachment 7: Texas Fact Sheet  
Attachment 8: Texas Symbols Sheet

## Vocabulary

sales tax  
metropolitan  
income tax

lottery  
charter

## Teaching Strategies

1. Students and teacher will discuss different ways to vote within their classroom: Heads down, thumbs up, with the teacher counting the votes, a voice vote, visual counts by show of hands in favor of or against, secret vote on ballots to be counted by teacher. Discuss basic Texas facts and symbols (**Attachment 7, 8**).
2. Next, discuss how city, state, and national elections are decided by secret ballot and counted by computer.

This would be a good time to invite a representative from the county election office to bring in a voting device, sample ballots, and other equipment used

during elections and explain to students how they are used (**Handbook of Strategies, Strategy No. 25**).

3. Using cooperative learning, divide students into groups of four to discuss whether or not the following situations would be appropriate for a city-wide vote, a statewide vote, a national vote, or if no vote would be needed. Students will take 10 minutes to discuss which type of vote fits each situation. Students and teacher will reassemble to discuss group decisions.
  - a. *Whether or not to implement statewide mandated recycling*
  - b. *Increase the state sales tax*
  - c. *What to name a new local middle school*
  - d. *Where to put a new metropolitan airport*
  - e. *Whether or not to change school board positions from at large to single member districts*
  - f. *Whether to continue the state lottery*
  - g. *Whether or not to implement a state income tax*
  - h. *Rewrite or add to a town charter*



**Facts About Texas**

**Population:** 18,378,000

**State flower:** Bluebonnet

**Capital:** Austin

**State bird:** Mockingbird

**State tree:** Pecan

**State nickname:** The Lone Star State

**State song:** "Texas, Our Texas"

**Largest cities:** Houston, Dallas, San Antonio, El Paso, Fort Worth, Austin

**Major land areas:** Basin and Range Province, Interior Lowlands, Great Plains, Gulf Coastal Plains

**Lowest point:** Along the Gulf of Mexico, sea level

**Highest point:** Guadalupe Peak, 8,749 feet above sea level

**Major rivers:** Rio Grande River, Nueces River, San Antonio River, Guadalupe River, Lavaca River, Colorado River, Brazos River, San Jacinto River, Trinity River, Neches River, Sabine River, Red River, Canadian River

**Major bodies of water:** Amistad Reservoir, Galveston Bay, Gulf of Mexico, Lake Meredith, Lake Texoma (artificial), Sam Rayburn Reservoir, Toledo Bend Reservoir, Lake Livingston, Falcon Reservoir

**Climate:** In January average temperatures range from 40°F in the Panhandle to 61°F in the Lower Rio Grande Valley. In July average temperatures range from 78°F in the Panhandle to 84°F in the Valley. Yearly precipitation ranges from 8 inches in West Texas to 59 inches along the Sabine River.

**Resources, industries, and products:** Oil and gas extraction; industrial machinery and equipment; chemical and allied products; electric and electronic products; trade; services; cattle, cotton

**History:** Spanish explorers reached Texas during the early sixteenth century. The first settlements were established by Spanish missionaries in 1682 near present-day El Paso. Most of the region belonged to Spain until 1821, when Mexico broke from Spain and Texas became part of Mexico. American settlers in Texas revolted against Mexican rule in 1836. Texas then became an independent republic. In 1845 Texas became the twenty-eighth state.

**Historic sites:** The Alamo, San Jacinto Monument, Mission San Jose, Lyndon B. Johnson Space Center, Lyndon B. Johnson Library, Big Bend National Park, Guadalupe Mountains National Park, the State Capitol

**Unusual facts:** Texas is one of the three states that have been independent countries. (The other two are Hawaii and Vermont.) King Ranch, a cattle ranch in Texas, is about the same size as the state of Rhode Island.

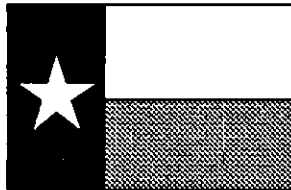
**Original American Indian groups:** Caddo, Coahuiltecan, Comanche, Karankawan, Lipan, Shuman, Tonkawan, Wichita

**Texas Symbols**

1. The red stripe in the Texas flag stands for \_\_\_\_\_
2. The star on the Texas flag has how many points? \_\_\_\_\_
3. What building stands for our state government? \_\_\_\_\_
4. This symbol of Texas can fly and sing songs. \_\_\_\_\_
5. What building is shown with the six flags on the state seal? \_\_\_\_\_
6. This symbol of Texas was chosen in 1901. \_\_\_\_\_
7. What is the state tree? \_\_\_\_\_
8. This symbol of Texas is used to mark official papers. \_\_\_\_\_
9. What governor of Texas had the state tree planted over his grave? \_\_\_\_\_
10. Where would you go to see the building that stands for our state government? \_\_\_\_\_



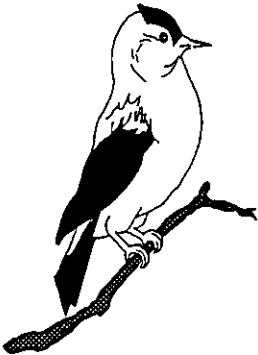
Bluebonnets were chosen as the state flower in 1901. Texas is famous for the wildflowers that grow along its highways.



The flag of Texas stands for our state. The white stripe stands for purity. The red stripe stands for courage. The blue stands for loyalty.



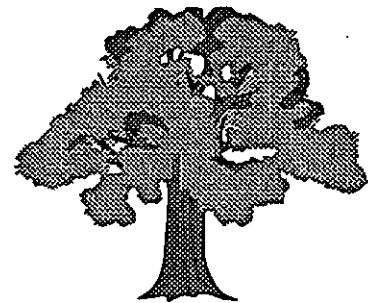
The State Capitol in Austin stands for our state government. It is taller than the national capitol.



The mockingbird is the state bird. The mockingbird makes the sounds of many other birds.



Official papers of the state are marked with the state seal. On one side a star is surrounded by olive and live oak branches. On the other side is the Alamo and the six flags of Texas.



Governor James Hogg asked that a pecan tree be planted over his grave. A few years later the pecan tree was made the state tree.

## ***About the Texas Capitol***

Located near the center of Austin, on the square originally selected as the site of the Capitol of the Republic of Texas, the State Capitol is more than just another building to Texans throughout the state: it represents a great part of our heritage. The Capitol is the result of the hard work of many individuals who had the wisdom and determination to see Texas stand proudly as a state in the Union.

The contract to construct the present Capitol was signed on January 1, 1882. A groundbreaking ceremony one month later, on February 1, 1882, signaled the start of construction. The cornerstone, which is located at the northeast corner of the Capitol, was laid on March 2, 1885. The Capitol was nearing completion when a dedication ceremony was held on May 16, 1888, and in September of that year, the building received its first occupants. The Capitol was officially completed on December 8, 1888, six years and ten months after construction began.

Designed by Detroit architect, E. E. Myers who also designed the Michigan and Colorado Capitols, the Texas Capitol covers three acres of ground with approximately 18 acres of floor space or 192,374 square feet of available office space. When completed in 1888, the building contained 392 rooms, 18 vaults, 924 windows, and 404 doors. Approximately 566 feet in length, 288 feet in width, and 308 feet from grade line to the top of the star on the Goddess of Liberty atop the dome, it is the largest of all state capitol buildings and is second in total size only to the National Capitol in Washington, D.C. In fact, like several other state Capitol buildings, the Texas Capitol surpasses the National Capitol in height, rising seven feet above its Washington counterpart.

The Capitol's exterior walls are Texas red granite from Burnet County, while the interior and dome walls are Texas limestone. The roof, encompassing 85,000 square feet, is made of copper. The original floors were hand-blocked clay tile, glass, and wood. In 1936, a new floor was installed on the first floor to commemorate the centennial of Texas Independence. This floor, which remains today, is of terrazzo—mostly Texas marble aggregate. Interior walls are adorned with nearly seven miles of wainscoting made of oak, pine, cherry, cedar, walnut, and mahogany. Door and window frames are constructed of oak or pine, except for those in the Governor's Reception Room, which are made of cherry.

The Capitol Extension, an underground addition to the main Capitol, is connected to the Capitol and four other state buildings by tunnels; it is considered to be a permanent part of the Capitol. The Extension opened to the public on January 11, 1993. The Capitol Extension contains skylights, known as light courts, which allow a large amount of natural light in the building and provide spectacular views of the Capitol dome. Most of the office suites have windows which open onto the light court, further heightening the spaciousness of the offices. The Extension contains 16 committee hearing rooms, 8 conference rooms, a large auditorium, cafeteria, and a bookstore. Each hearing room holds 75 to 100 people, and includes space for wheelchairs and the media. Most of the conference rooms are designed for small meetings, but the auditorium seats about 350 people and can be used for large functions.

## **Texas Capitol Restoration**

A magnificent 19th century edifice, the Capitol today must also function as a modern workplace for state officials and their staffs. Over the years, the space needed for increased personnel and office equipment has greatly exceeded the building's original capacity, contributing to the acceleration of the normal deterioration due to the passage of time. The need to preserve this important cultural landmark from further deterioration prompted a 1988 proposal to renovate and reconstruct the Capitol. Funding was approved and, in 1990, groundbreaking for the project began under the guidance of the State Preservation Board and the Capitol architect.

One of the main objectives of the restoration project was to return the Capitol to its original 19th century grandeur. In planning this complex undertaking, care was taken to ensure that the building's original beauty was not altered. Thus, any visible above-grade addition to the historic structure was ruled out, as was any encroachment into the historic wooded grounds to the south, east, and west of the Capitol.

Office space to alleviate crowded conditions in the Capitol, as well as additional parking space, was created in an underground extension on the Capitol's north side. The extension features two skylit occupied levels and two parking levels.

The exterior Capitol restoration was completed in spring 1993. Removal and restoration of the 1888 wooden windows, cleaning and reappointing of the granite walls, and extensive repair of the metal dome and roof were the most critical activities of the exterior work. The exterior and interior restoration of the Italian Renaissance Revival style Capitol focused on the period 1888, when the construction was completed, to 1915 before major remodeling of the building began.

Restoring the interior of the Capitol to its original configuration has created new space in the offices and halls. Ceilings that had been lowered to conceal mechanical equipment or to add mezzanine offices have been restored to their original height. Walls were stripped and new wiring, plumbing, heating and air conditioning, and a fire-safety sprinkler system have been installed. Wooden braces and beams have been replaced, when possible, with metal, and plaster decorative moldings have been repaired. The many cast-iron columns were sand-blasted, and everything has been repainted in the original colors.

State funding covered construction costs, associated fees, moving expenses, and limited funding for new furnishings. A Capitol Fund Drive is paying for historical furnishings and expenses necessary to restore significant areas to their original appearance.

The Capitol was designated a National Historic Landmark in 1986 for its "significant contribution to American history." With the restoration and preservation of the Capitol and the addition of the Extension, the Texas Legislature has a larger and more convenient new home with a future as outstanding as its past.

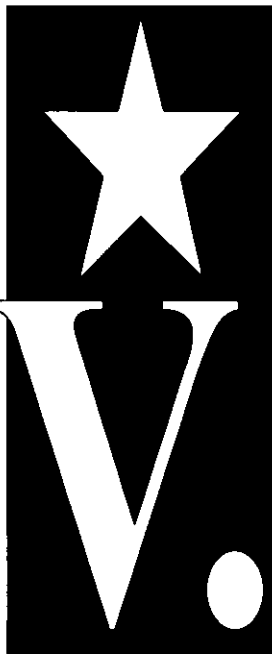
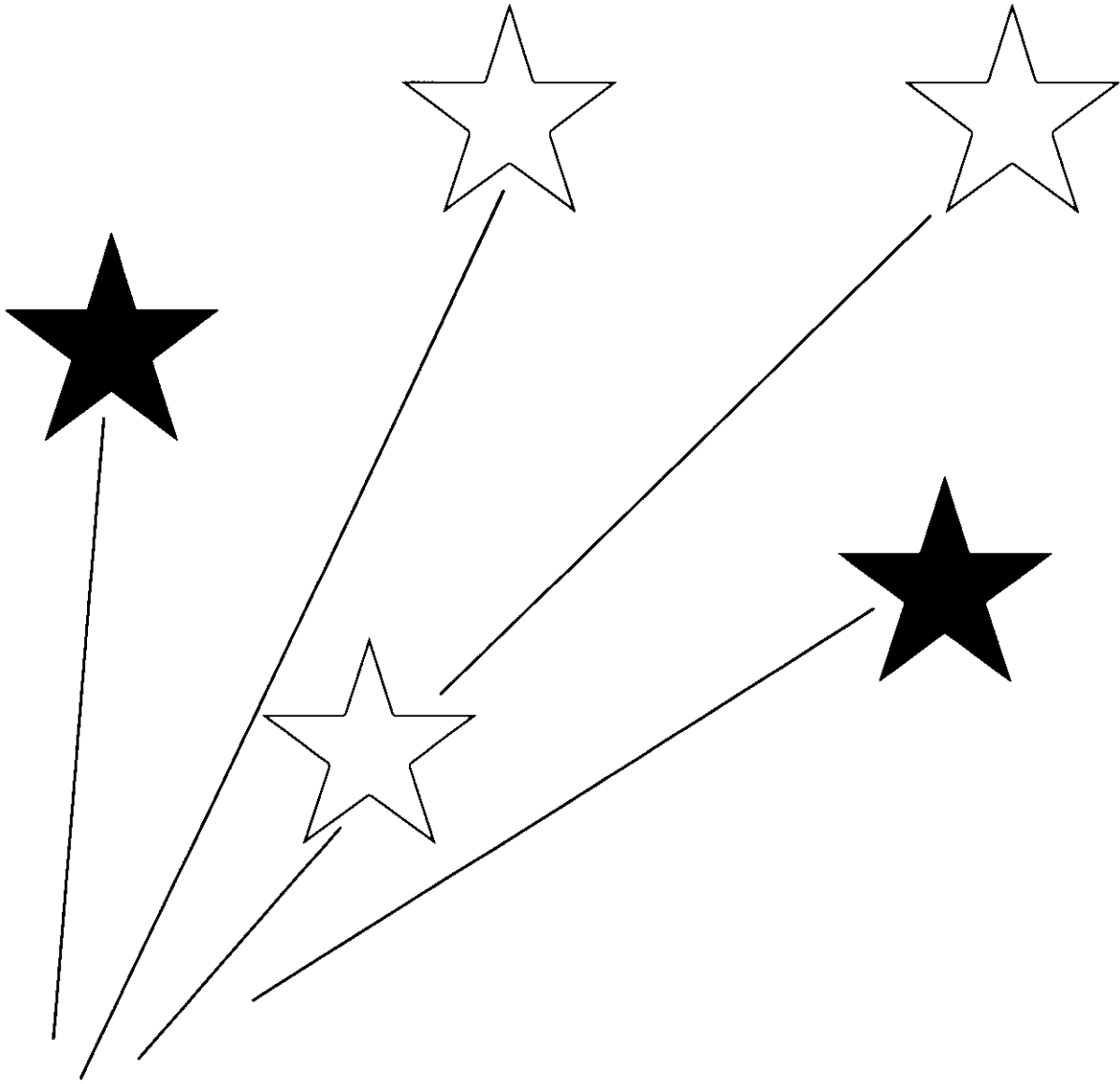
**Evaluation**

Test students over knowledge of the lessons.

1. Who were the first people to have a system of voting?
2. What race and sex were the first American voters?
3. Prior to 1970, what was the voting age?
4. What president was given credit for freeing the slaves?
5. What was the Suffrage Movement?
6. What president was responsible for lowering the voting age to 18?
7. List five ways people can get a job.
8. List three ways candidates for office advertise themselves to the public.
9. Name the governor of Texas.
10. List the mayor of your city.
11. List the mayor Pro Tem and the five members of the city council.
12. List a situation that would call for a city-wide vote.
13. List a situation that would call for a statewide vote.
14. List a situation that would call for a national vote.
15. Tell why you think voting is important.
16. Name the highest-ranking appointed state official in Texas.

Ask various questions regarding the National and State symbols.

**(Note: For teachers in small towns without elected officials, please use elected state officials in place of city council members.)**



*Project*

VOTE.

Voters of Tomorrow through Education

# Basic Concepts About Voting and Government

## Major Idea

Students will learn about the three branches of government. Students will study the Bill of Rights and learn that rights also include responsibilities.

## Learning Objectives

Students will utilize a variety of resources to develop definitions of concepts relating to representative government.

## Social Studies Essential Elements

4A, 4B.

## Materials Needed

Attachment 1: Crossword Puzzle  
Social studies textbooks  
Dictionaries  
Encyclopedias  
Library books  
Newspaper and magazine articles  
Other materials such as films, filmstrips, brochures

## Vocabulary

government  
vote  
democracy  
representative government  
republic  
law  
constitution  
senate

bill of rights  
rights  
responsibility  
citizen  
citizenship  
executive branch  
legislative branch  
judicial branch



## Teaching Strategies

1. Divide the students into cooperative groups and assign each group one or more of the following terms:

**government**

**vote**

**democracy**

**representative government**

**republic**

**law**

**constitution**

**senate**

**bill of rights**

**rights**

**responsibility**

**citizen**

**citizenship**

**executive branch**

**legislative branch**

**judicial branch**

Have each group develop a working definition of each term assigned to their group. Students should find the terms in at least three sources and then combine the information found to write a definition that is acceptable to all members of the group. Have each group write their terms and definitions on large cards or pieces of construction paper which may be displayed in the classroom for all students to read and use. Then have each group present their terms and definitions to the class. Allow questions and discussion after each presentation.

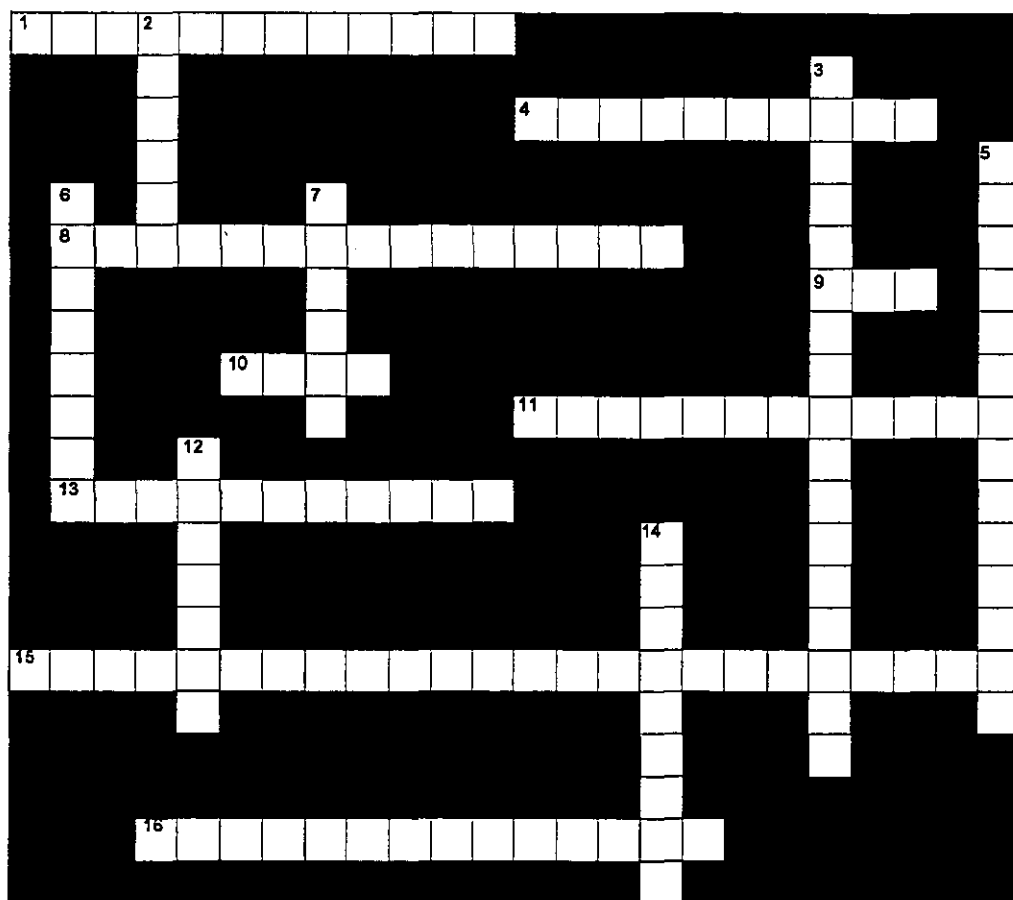
After all groups have presented their terms and definitions, shuffle all the cards made by the groups. Read the definitions on the cards, one at a time, and have the students identify the term for each definition. This may be done as an individual activity with each student writing the terms as the definitions are read aloud, or may be done as a team activity in which teams of students consult each other in identifying the term and earn points for their team.

Discuss the students' group work with them. This discussion may take place before or after the groups make their presentations to the class. Questions to guide the discussion follow:

- a. *How do you feel you worked together as a group? How would you rate your cooperative effort on a scale of 1 to 5?*
- b. *What about your group's work did you feel was especially good?*
- c. *What about your group's work did you feel was not very good? How could this have been improved?*
- d. *What rights did each group member have?*
- e. *What responsibilities did each group member have?*
- f. *Did your group use voting as a way of making any decisions?*

**Extension Activities**

1. Design a crossword puzzle using the definitions as clues and the terms as the words in the puzzle (the teacher or students could design the puzzle, or you could adapt the sample puzzle, **Attachment 1**).
2. Using cooperative learning, have students do one of the following using three or more of the vocabulary words:
  - a. Poem or song (**Handbook of Strategies, Strategy No. 26**)
  - b. Cartoon (**Handbook of Strategies, Strategy No. 13**)
  - c. Collage (**Handbook of Strategies, Strategy No. 14**)

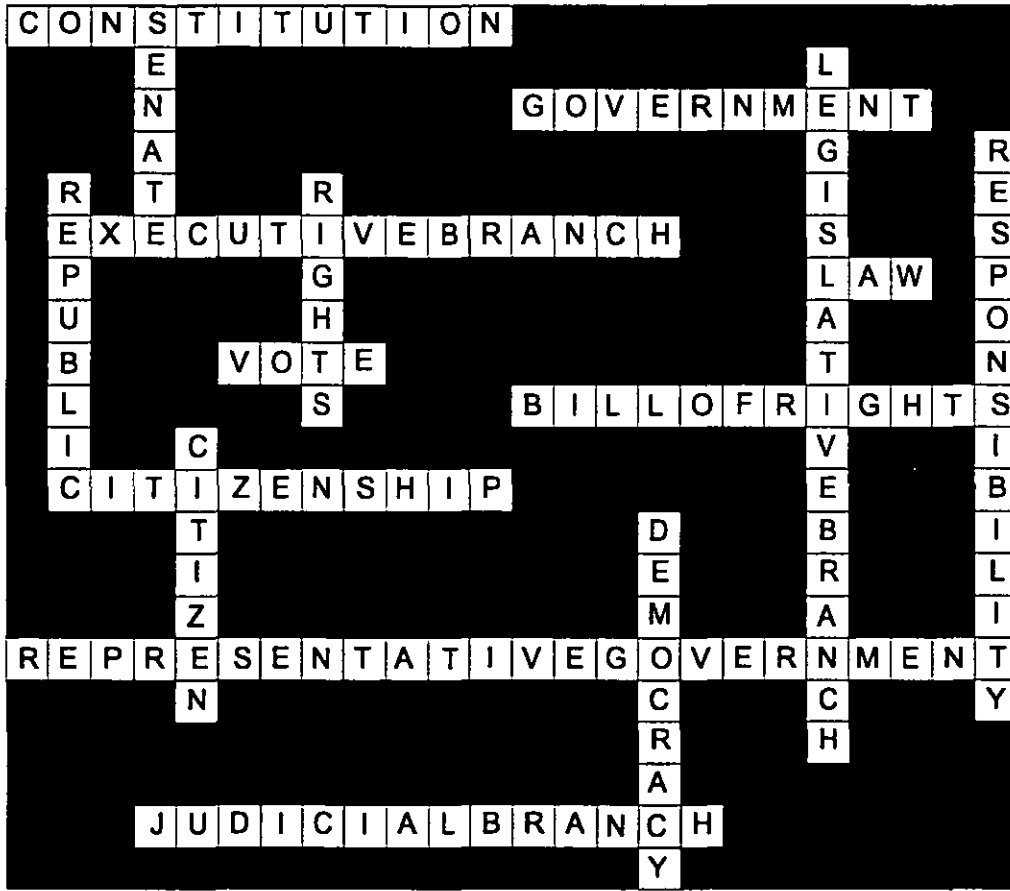
**Crossword Puzzle****Across:**

1. The document that establishes our country's basic laws and principles.
4. The combination of political institutions, laws, and customs that are used to rule a society.
8. The part of the government that includes the president and the president's cabinet.
9. A binding rule, custom, or practice of a community or government.
10. When someone casts a ballot, they are exercising their right to \_\_\_\_\_.
11. The first 10 amendments to the U.S. Constitution.
13. The status of being a member of a community or government.
15. A form of rule in which the people select the leaders who will govern them.
16. The part of our government that includes the Supreme Court.

**Down:**

2. Congress is made up of the House of Representatives and the \_\_\_\_\_.
3. The part of our government that includes the Congress.
5. A moral, legal, or mental accountability.
6. A form of government in which the supreme power is held by the citizens who are entitled to vote and exercised by elected officials who are responsible to the citizens.
7. Powers or privileges to which one is justly entitled.
12. A native or naturalized person who owes allegiance to a government and is entitled to protection from it.
14. A form of government by the people in which decisions are made by majority rule.

Answer to Crossword Puzzle



## Citizen Rights

### Major Idea

Students will learn about our rights and how our government works.

### Learning Objectives

Students will:

1. identify documents of the United States and of Texas that give citizens rights
2. identify the branches of federal and state government and state the purpose of each branch

### Social Studies Essential Elements

4A, 4B.

### Materials Needed

Attachment 2: Branches of the U.S. Government

Attachment 3: Branches of State Government

Textbooks

Encyclopedias

Reference books from the library

Other materials such as films or filmstrips about state and federal government

### Vocabulary

1. Have the students read information about the United States Constitution, the Bill of Rights, and the Texas Constitution in textbooks, encyclopedias, and other reference books. Also show students available films or filmstrips. Have the students conduct research to answer these questions:
  - a. *What is a constitution?*
  - b. *What is the purpose of the United States Constitution?*
  - c. *Why was the United States Constitution written? When was it written?*
  - d. *What is the Bill of Rights? Why was it written? When was it written?*
  - e. *What is the purpose of the Texas Constitution?*

- f. *Why was the Texas Constitution written? When was it written?*
- g. *How are the United States and Texas Constitutions alike and different?*
- h. *What are amendments? How many amendments are there to the United States Constitution? To the Texas Constitution?*
- i. *Why do you think there are so many amendments to the Texas Constitution? Do you think it is good to have so many amendments to our state constitution? What are the advantages? The disadvantages?*
- j. *What branches of government are established by each constitution?*

The class may be divided into small cooperative groups with each group researching a few questions and then presenting information to the entire class.

2. Have the students participate in one or more of the following activities:
  - a. Complete a chart to show the three branches of United States government. Include in your chart the ways members of each branch are selected (**Attachment 2**). What role does voting play in the selection process?
  - b. Complete a chart to show the three branches of Texas government. Include in your chart the ways members of each branch are selected (**Attachment 3**). What role does voting play in the selection process?
  - c. Make a diagram to compare the branches of government of the United States and of Texas.
  - d. With classmates, research to find which states in the United States have state constitutions. Present your findings on a large chart. Discuss with your class why you think states need or do not need constitutions.

### **Extension Activities**

1. With a group of classmates, list significant events that led to the formation of the United States Constitutional Convention. Prepare a dramatization of one of these events or of the writing of the Constitution. Present your dramatization to the class.
2. Have the students meet for a "school constitutional convention" and prepare a constitution for the school. The constitution should denote the rights and the responsibilities of citizens of the school. The students might also prepare a "school bill of rights."
3. Have the students research to determine when and where the idea of "constitutions" began and which other countries have constitutions.

**Attachment 2***Branches of U.S. Government*

	Legislative	Executive	Judicial
<b>Qualifications</b> Age National Origin Residence			
<b>How Selected</b>			
<b>How Voting Plays a Part in Selection</b>			

**Branches of State Government**

	<b>Legislative</b>	<b>Executive</b>	<b>Judicial</b>
<b>Qualifications</b>  Age  National Origin  Residence			
<b>How Selected</b>			
<b>How Voting Plays a Part in Selection</b>			



# Texas Governments and Constitutions

## Major Idea

Students will have the opportunity to study and compare the different types of governments of Texas.

## Learning Objectives

Students will:

1. identify the governments that have controlled Texas throughout history
2. identify the various constitutions which have formed the basis for Texas government

## Social Studies Essential Elements

3B, 3C, 4B.

## Materials Needed

Attachment 4: Texas Under Many Flags: Its Government

Attachment 5: The Six Flags Over Texas

Textbooks

Research books and materials

## Teaching Strategies

1. Have the students read and discuss the article, "Texas Under Many Flags: Its Government" (**Attachment 4**). Groups of students may be assigned research projects based on the questions posed in the article. They may use their textbooks and other research books and materials as sources of information. They may also interview local and state government officials, historians, high school and college history teachers, and museum directors through letters, phone calls or visits to gather information (**Handbook of Strategies, Strategy No. 24**). One or more of the extension activities may also be assigned.

## Extension Activities

1. Write or telephone a state legislator to find out why the attempt to rewrite the state constitution was made and why it was not successful. Ask the legislator to give an opinion about whether or not our state constitution should be rewritten. If the legislator feels it should be rewritten, who should rewrite it? What does the legislator believe should be included in the new constitution that is not in the old one? What does the legislator believe should be excluded that is now in the old constitution? Plan a way to share the information you gather with your classmates.
2. Research to find information about one of the constitutional conventions of Texas. Present your information in a chart, oral report, illustrated booklet, or in some other way. Be sure to answer these questions in your presentation:

*Where was the convention held?*

*Who were the representatives? How were they selected?*

*Was the constitution made a legal document that people had to obey?*

*When was it made a legal document?*

3. With a group of classmates, plan a dramatization or skit of one of the Texas constitutional conventions. Present your skit or dramatization to the rest of your class and/or to other classes.
4. Throughout history, Texas has had several government seats and capitals. Find out when each of the following was a government seat or capital of Texas. Mark each on a map and write a paragraph about each describing the events that led to its being a government seat or capital, telling when it was a government seat or capital, and describing the building that housed the government. Encourage the students to develop a "historic brochure" to explain the "Capitals of Texas."

Mexico City

Saltillo

Washington-on-the-Brazos

Houston

Austin

Los Adaes

Monclova

Columbia

Waterloo

5. Make a time line or draw a mural to show when the various constitutions of Texas were put into effect. Also include the dates of the constitutional conventions at which each constitution was written. Write one or two sentences about each date on the time line.

6. Make a chart to compare the legislative branches of one or more of the governments of Texas as provided in the constitutions. Headings on your chart could include:

Number of houses	Number of members
How members are selected	Member qualifications
Meeting time	Meeting place
Purpose of work	
Power of executive officials in law making	

7. As a group activity or individual research project, select one of the following people who have influenced the way Texas has been or is governed. Prepare an oral presentation or develop a videotape about the person to present to your class. You may wish to dress in a costume this person might have worn and pretend you are this person when you make your presentation. Students should create a cartoon, collage, poem, song, or drawing to accompany the presentation.

**Moses Austin**  
**Baron de Bastrop**  
**John L. Camp**  
**Edmund J. Davis**  
**Martin de Leon**  
**Lorenzo de Zavala**  
**Andrew Jackson Hamilton**  
**Sam Houston**  
**Jean Lafitte**  
**Francis Lubbock**  
**Erasmus Seguin**

**Stephen F. Austin**  
**David G. Burnet**  
**George C. Childress**  
**Bernardo de Galvez**  
**Antonio Lopez de Santa Anna**  
**Angelina Eberly**  
**J. Pinckney Henderson**  
**Anson Jones**  
**Mirabeau B. Lamar**  
**The Marques de Aguayo**  
**Juan Seguin**

8. Make illustrations of all the flags that have flown over Texas. Write a description of each. Write a paragraph in which you give details such as the dates during which this flag flew over Texas, who or which country governed Texas during the time of this flag, and meanings of symbols on the flag (**Attachment 5**).
9. Make maps that show how the boundaries of Texas have changed throughout its history. Include dates in the titles of the maps. Prepare a legend for each map.

**Texas Under Many Flags: Its Government****Prehistory:**

Who were the first Texans? No one knows for certain, but most archaeologists and anthropologists believe they were the Texas Indians. These people lived in groups and had varying life-styles. We don't know as much about them as we'd like because they did not leave a written history of their times. All we know about them is what we can infer from the artifacts they left behind, artifacts such as tools, utensils, and art works. We know little about their governments or how they made decisions.

*Questions for discussion or research:*

1. *What kinds of decisions do you think the Indians of Texas had to make?*
2. *How do you think these decisions were made?*
3. *Do you think the people in a group might have voted to make some of their decisions? Might they have had leaders? How might their leaders have been chosen?*
4. *Do you think some of the Texas Indian groups might have had flags? How might they have been made? How might they have looked?*

**1519**

The time of the Texas Indians is called prehistory because there is no written record of those times. Texas history actually began when the Spanish immigrants came here and began to keep written records of what they saw and did in Texas. This history began in 1519 when Alonzo Alvarez de Pineda explored the Gulf of Mexico while searching for a water route across North America. He and his men drew maps and charts of the Texas coastline and reported what they had seen to other Spaniards. Therefore, the Spanish flag was the first foreign flag to fly over Texas.

*Questions for discussion or research:*

1. *What stories might Pineda and his men have told other Spaniards?*
2. *What did the maps they drew look like? How were those maps different from maps of Texas we have today?*

**1528**

In 1528 Cabeza de Vaca, a Spanish explorer, and Esteban, his black slave, accidentally landed near Galveston Island when their ship wrecked. These two men had six years of adventures with the Texas Indians and eventually told stories about Texas to the Spanish leaders in Mexico City. These stories interested the Spanish leaders and led to further exploration of Texas. The Spanish had already claimed Mexico as part of Spain, calling it New Spain, and had established a provincial government there. Since Spain was governed by a monarch, the leaders of New Spain were appointed and were not elected.

Questions for discussion or research:

1. Do you think the people who lived in New Spain had the same rights as we do today?
2. Do you think they were allowed to vote to make decisions about their government and laws?
3. What type of government is a monarchy? How does this form of government differ from a democracy?

**1681**

The Spanish began to establish missions in Texas to try to convert the Indians to Christianity. In 1681 the first mission in Texas, Mission Corpus Christi de la Ysleta, was established a few miles east of the present city of El Paso. The Indians who lived at the missions had to adapt to the missionaries' way of life. This way of life was very strict and the missionaries expected the Indians to attend religious services and learn to do jobs such as farming, blacksmithing, and carpentry.

**1682**

The French flag is one of the six that have flown over Texas. The French, however, never really ruled Texas. A French explorer, La Salle, established a colony called Fort Saint Louis in eastern Texas in 1682. This colony failed but the French did have successful colonies in the area they called Louisiana. This area was much larger than the present state of Louisiana and bordered Texas on the north and east. Texas was claimed by Spain as part of New Spain. The Spanish were worried that the French would settle in and claim Texas, so they sent more settlers to Texas and established missions in East Texas. In 1690 the first mission in East Texas, Mission San Francisco de los Tejas, was established near the present town of Weches. In 1763, after a war with France, Spain took control of Louisiana and no longer had to worry about the French taking over Texas. Comanche and Apache Indians began to raid the missions and settlements, and it was very hard for the Spanish settlers to fight back. In 1772 the King of Spain ordered all but two of the missions and presidios to be closed and ordered the Spanish settlers, soldiers and priests to settle around San Antonio.

Questions for discussion or research:

1. What rights do you think the Indians who lived at Spanish missions had?
2. Do you think they were allowed to vote to make decisions or to choose leaders?
3. During the time of Spanish rule of Texas, Texas was at times a separate province and at other times was part of the province of Coahuila and Texas. The province was led by a governor. How was this governor selected?
4. What rights did the people of the provinces of New Spain have?

**1821**

The people in Mexico, or New Spain, became dissatisfied with life under the rule of the Spanish king and, after a revolution, became an independent country in 1821. Texas was now a part of Mexico and was part of the state of Coahuila and Texas. A constitution was written in 1824. This constitution provided for a government led by a president and a vice-president who were to be elected by the legislatures of the states. There was a congress composed of two houses. The constitution required that the states form their own constitutions and in 1827 the state of Coahuila and Texas published its constitution. It provided for a one-house legislature which would have twelve deputies. The state was divided into three departments and Texas was allowed to choose two deputies. The governor and vice-governor as well as the deputies were to be chosen by popular vote. The Mexican flag flew over Texas during this time.

**1836**

People in Texas became dissatisfied with the way their lives were governed under Mexican rule and, after another revolution, became an independent country in 1836. A constitutional convention met at Washington-on-the-Brazos and set up the government of the new Republic of Texas. This constitution provided for a two-house congress whose members were to be elected by popular vote and a president and vice-president, also to be elected by popular vote. The flag of the Republic of Texas flew over Texas for nine years.

**1845**

Citizens of the Republic of Texas had many ties to the United States, for many of them had moved to Texas from the United States. Eventually, the people of Texas decided to ask to become a state of the United States. In 1845 Texas became the twenty-eighth state of the United States. In order to become a state, a new state constitution had to be written and approved by the United States Congress. This state constitution provided for an elected governor and a two-house legislature with elected representatives. Now that Texas was part of the United States, the United States flag flew over Texas.

**1861**

When Texas seceded from the United States and joined the Confederate States of America, still another constitution was written. However this constitution, the Constitution of 1861, was based on the one in 1845 and had only a few changes. The flag of the Confederate States of America flew over Texas during the years of the confederacy.

**1866**

In 1866 the Constitution of 1861 was amended to meet the requirements of the United States government for reconstruction of the United States. In 1870, Texas

once again became a state in the United States. Since that time, the flag of the United States has flown over Texas.

**1876**

In 1876, another state constitution was written. It, too, provided for an elected legislature of two houses and an elected governor. It also provided for an elected lieutenant governor.

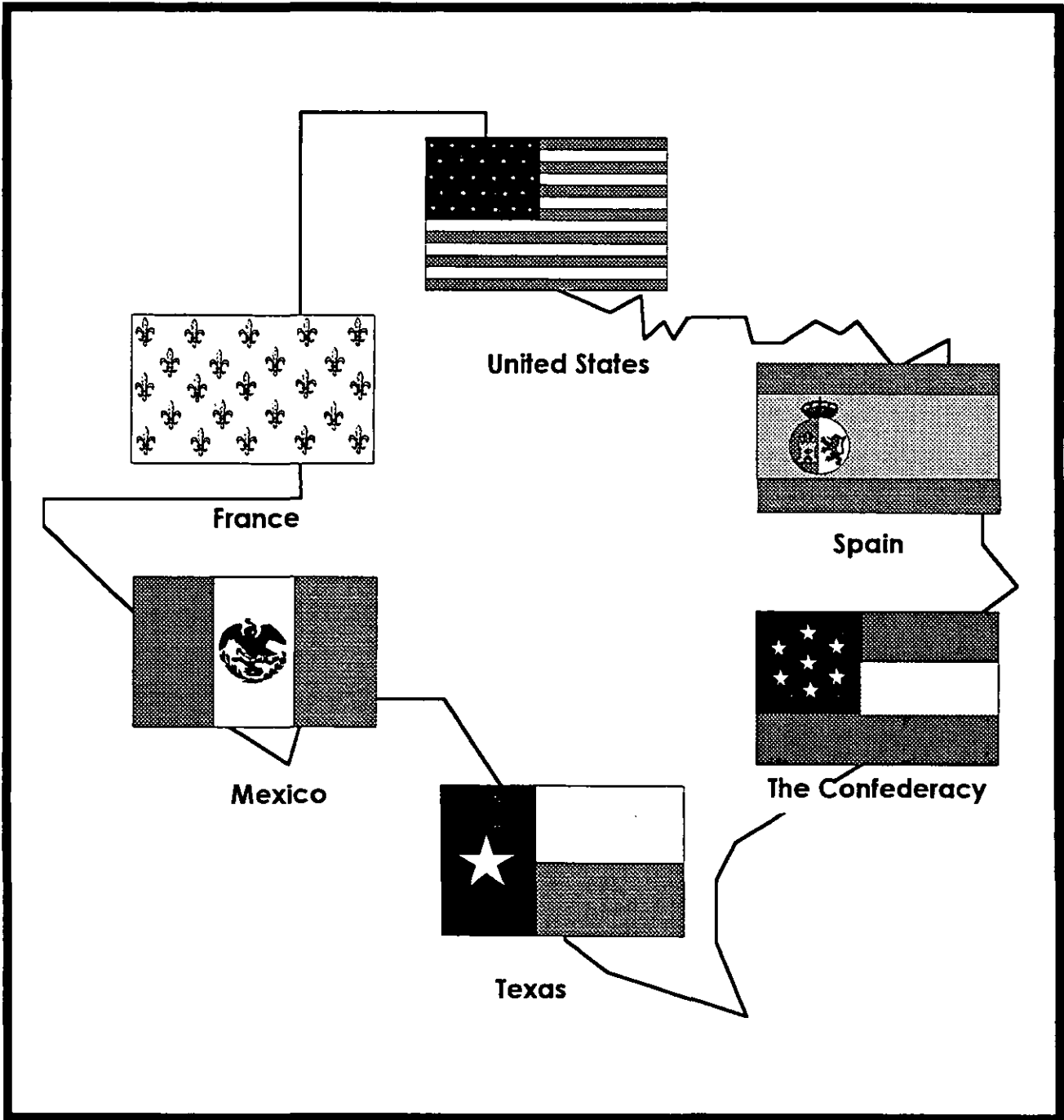
**1974**

The Constitution of 1876 has remained the state Constitution of Texas, but has been amended more than three hundred times! In 1974, a constitutional convention was held to try to rewrite the state Constitution. The people voted "No" to the proposed new constitution. So Texans continue to vote on changes to the constitution amendment by amendment.

*Questions for discussion or research:*

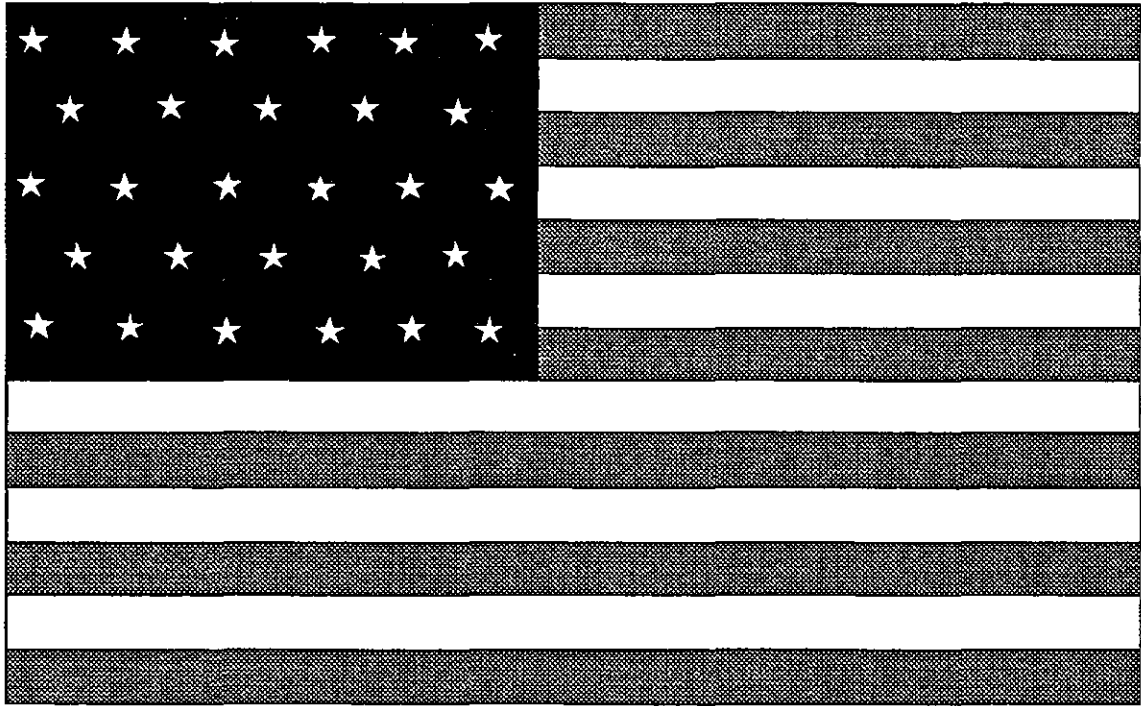
1. *Why do you think so many amendments have been necessary?*
2. *Do you think the Constitution of the State of Texas should be rewritten? What are the pros and cons? Debate this topic with your classmates.*

*The Six Flags Over Texas*

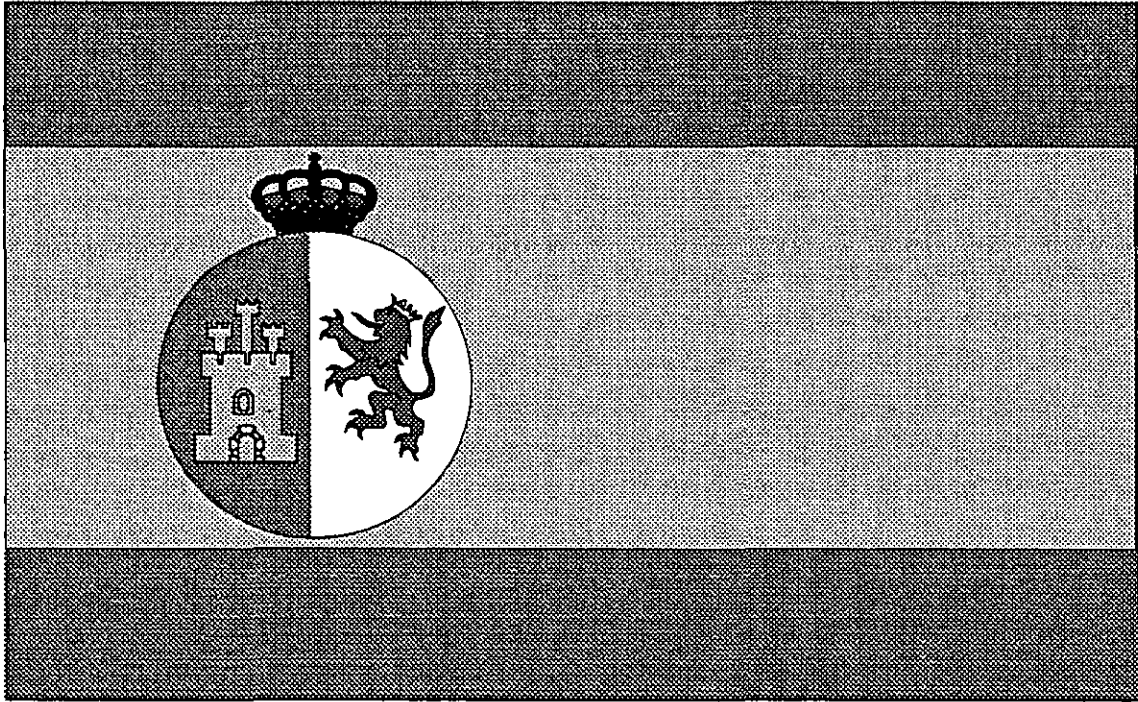




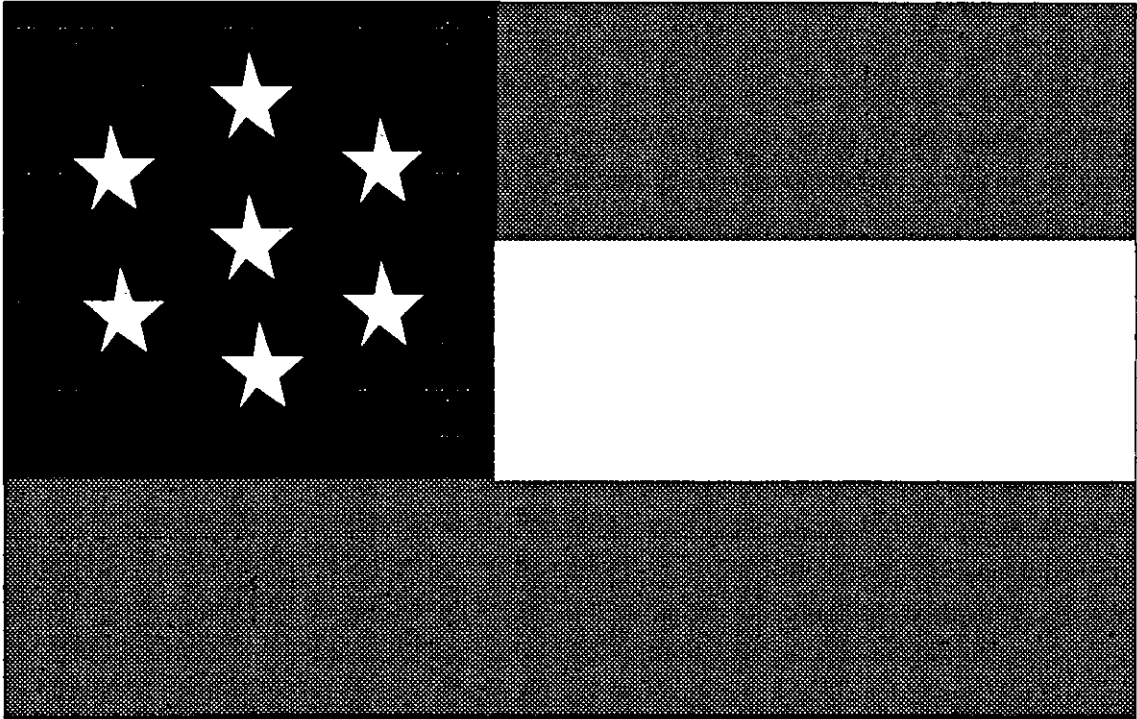
# United States



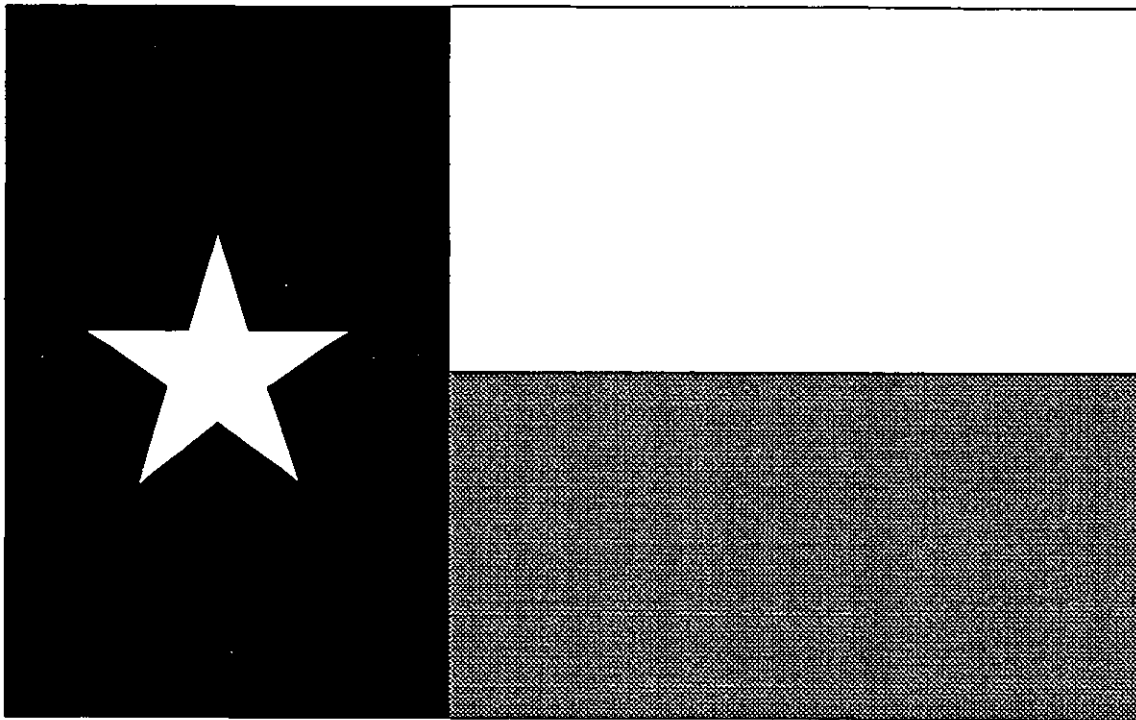
# Spain



# The Confederacy



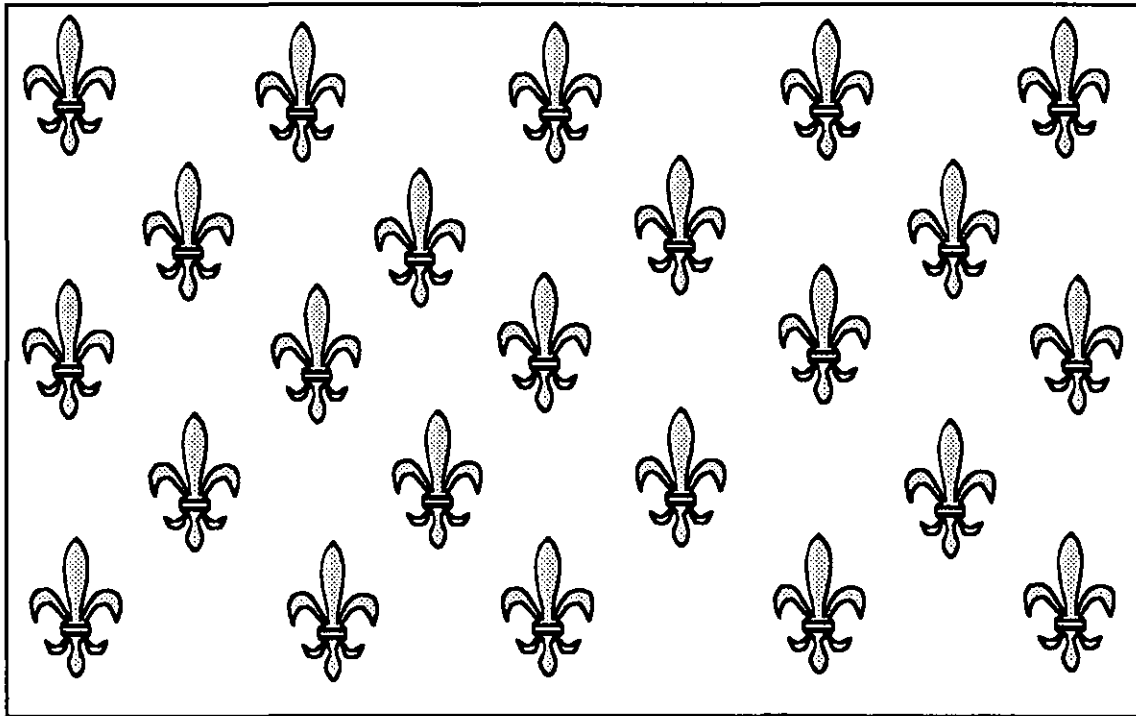
# Texas



# Mexico



# France



# Voting Rights and Responsibilities

## Major Idea

Students will have the opportunity to study about rights and how responsibilities come with those rights.

## Learning Objectives

Students will:

1. identify important events in voting history in Texas and the United States
2. identify the requirements for voting in Texas
3. understand the value of having the right to vote
4. understand the responsibility citizens have to vote

## Social Studies Essential Elements

1A, 1B, 1C, 3B, 3C, 4A, 4B.

## Materials Needed

Attachment 6: Voter Registration Application and Explanation  
Attachment 7: Voting Rights in Texas  
Textbooks  
Reference materials about voting  
Sample voter registration application  
Sample voter registration card

## Teaching Strategies

1. Have the students review the meaning of the term "rights." Have them list and code rights citizens in Texas and the United States have (**Handbook of Strategies, Strategy No. 5**). Have them read and discuss the article, "Voting Rights In Texas" (**Attachment 7**). Have them read and discuss related information from their social studies textbooks.
2. Have the students discuss the meaning of the term "responsibilities," and ask them to list and code responsibilities citizens of Texas and the United States have (**Handbook of Strategies, Strategy No. 5**). After the students have listed

and coded these responsibilities, have them prioritize by establishing the most important response to the least important response (**Handbook of Strategies, Strategy No. 8**). Guide them to understand that one responsibility citizens have is to use the rights granted them. Not only is voting a right, it is also a responsibility.

3. Have the students discuss and/or debate the following questions:
  - a. Why is voting a responsibility as well as a right?
  - b. Why should all citizens vote in an election?
  - c. What responsibilities do citizens have in preparing themselves to vote in an election?
  
4. If possible, take a field trip (**Handbook of Strategies, Strategy No. 24**) to your county clerk's office or have an election official from your county visit your class to show students how voter registration is done and to give information about how elections are conducted (**Handbook of Strategies, Strategy No. 25**). If it is not possible to arrange a speaker or to take a field trip to the county clerk's office, have the students write a letter to the county clerk to ask questions about the processes of elections. Suggested questions students may wish to ask follow.
  - a. Why are citizens required to register to vote?
  - b. Why are citizens required to show their voter registration cards each time they vote?
  - c. How do citizens actually vote? (Paper ballots, voting machines, etc.)
  - d. Where do people vote?

Have students fill out sample applications for voter registration cards, issue them sample voter registration cards, and have them present these cards when voting in some school or class election (**Attachment 6**). For example, they could vote for class officers, some changes in class or school rules, or could vote in a mock election when a local, state, or national election is occurring. A sample voter registration card with instructions on how to fill it out appears on the following page.

5. Have students develop a survey questionnaire to use in surveying attitudes about voting among adults in the neighborhood or community.
  
6. Have students write an opinion essay responding to this statement made by a registered voter just before an election: "My one little vote doesn't really count, so it doesn't matter if I do or if I don't vote."



**Extension Activities**

1. Invite a lawyer, judge or elected official to speak to the class about rights and responsibilities of citizens of Texas and the United States.
2. Have students participate in the following activity:

Pretend you are a candidate for an elected government office. Prepare a speech convincing people that they have the responsibility to vote in an upcoming election. Deliver your speech to the class.

3. Have students do research to find instances in which only one or a very few votes made a difference in an election. Have them prepare a booklet of examples to share with adults in their families, neighborhoods, or communities. The booklets could also include the students' essays about the statement: "My one little vote doesn't really count, so it doesn't matter if I do or if I don't vote."

**Voter Registration Application**

**INSTRUCTIONS FOR COMPLETING APPLICATION FOR VOTER REGISTRATION**

Please complete all of the information on the application. Print in ink or type. If you have any questions about how to fill out this application, please call the Secretary of State's Office toll free at 1-800-252-VOTE(8683), TDD 1-800-735-2989.

1. **Name**-Give your full name including first, middle and last. If you have changed your name, give former name.
2. **Residence Address** - Include street address, city, state, and zip. If you do not have a street address, give a description of the location of where you live.
3. **Mailing Address** - If mail cannot be delivered to your residence, give a mailing address.
4. **Gender, Social Security Number, Telephone Number, and Driver's License Number or Identification Number** are optional. The social security number is solicited by authority of sec. 13.122 and will be used to maintain the accuracy of the registration records. Your voter registration application is open to the public.
5. **City and County of Former Residence** - If you were previously registered in another county in Texas, complete this box.
6. **Agent** - An agent may apply for voter registration for another person as long as that person is related to the applicant as husband, wife, father, mother, son or daughter. The agent must also be a registered voter or have submitted an application for registration. Indicate the relationship of the agent on the application. Indicate relationship next to signature.
7. **Sign Your Name**. If you cannot sign your name next to the X, a person may witness you making your mark. Give the name and address of the person who witnessed your mark above the signature line. If you cannot make a mark, have the witness state the applicant could not make a mark. You do not need a witness if you can sign your name.

**GENERAL VOTER REGISTRATION INFORMATION**

You may register to vote at any time. You must be at least 17 years and 10 months old to register. Your voter registration will become effective 30 days after it is received or on your 18th birthday, whichever is later. **YOU MUST BE A U.S. CITIZEN TO REGISTER.** If you move to another county, you must re-register in the county of your new residence.

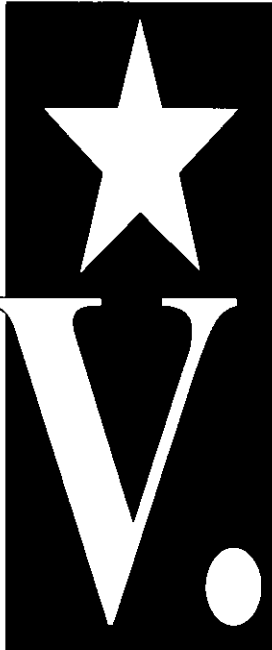
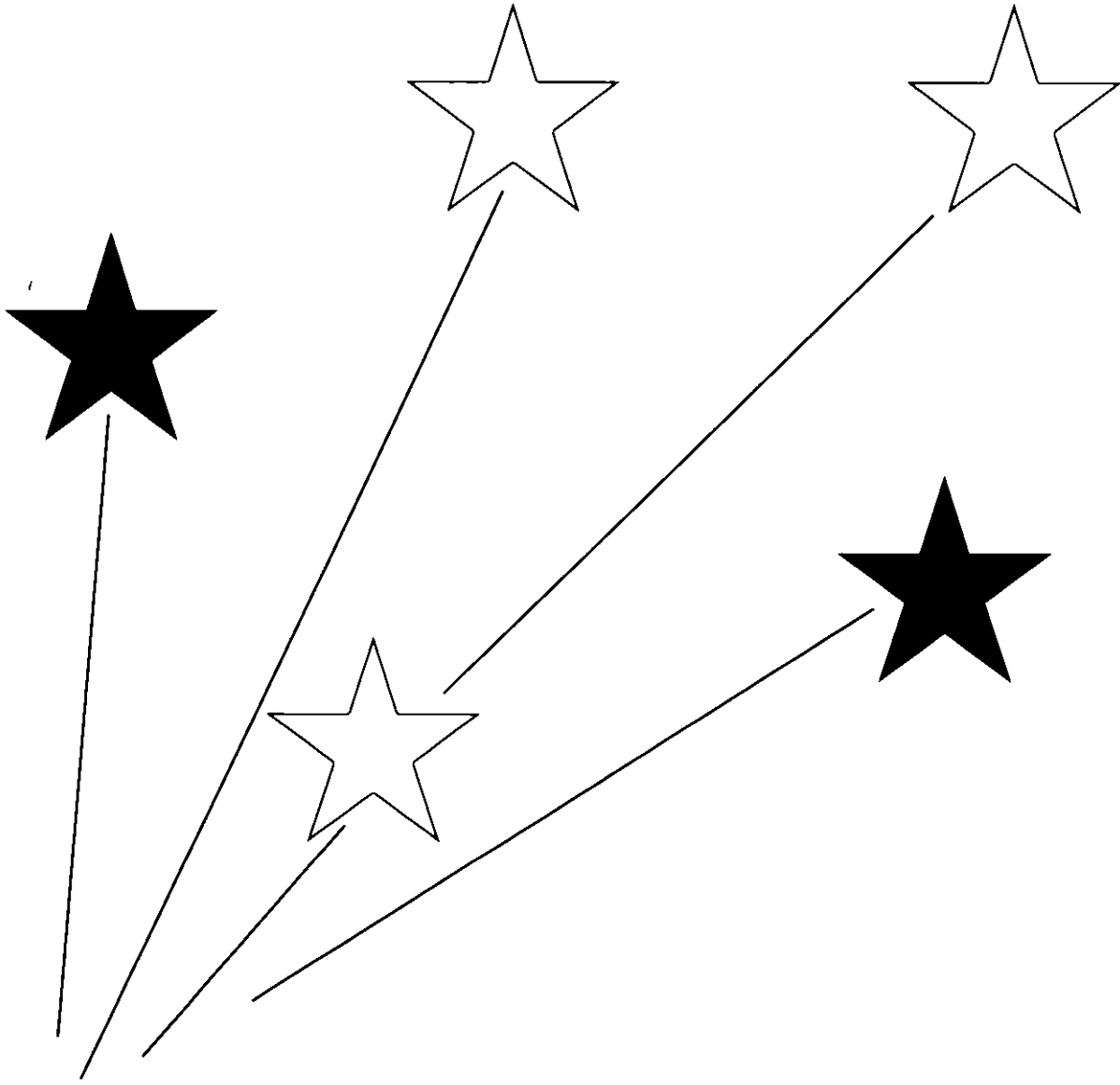
If you decline to register to vote, the fact that you have declined to register will remain confidential and will be used only for registration purposes. If you do register to vote, the office (if applicable) at which you submitted a voter registration application will remain confidential and will be used only for voter registration purposes.

\* Tear off on dotted line and return lower portion to Voter Registrar

Prescribed by the Secretary of State 000017.95		<b>VOTER REGISTRATION APPLICATION</b> (SOLICITUD DE INSCRIPCION DE VOTANTE)		For Official Use Only PCT Cert. Num. EDR	
Last Name (Apellido usual)		First Name (NOT HUSBAND'S) (Su nombre de pila) (Siendo mujer: no el del esposo)		Middle Name (If any) (Segundo Nombre) (si tiene)	
1		1		1	
Residence Address: Street Address and Apartment Number, City, State, and ZIP. If none, describe where you live. (Do not include P.O. Box or Rural Rt.) (Domicilio: Calle y número, número de apartamento, Ciudad, Estado, y Código Postal. A falta de estos datos, describe la localidad de su residencia.) (No incluya su apartado postal ni su ruta rural.)					
2					
Mailing Address, City, State and ZIP: If mail cannot be delivered to your residence address. (Dirección postal, Ciudad, Estado y Código Postal) (Si es imposible entregarse correspondencia a domicilio.)				Gender (Optional) (Sexo) (Opcativo)	
3				4	
Date of Birth: month, day, year (Fecha de Nacimiento): (el mes, el día, el año)		City and County of Former Residence (Condado y dirección de su residencia anterior)		Social Security No. (Optional) (Número de Seguro Social)(opcativo)	
5		5		4	
Check appropriate box: I am a United States Citizen <input type="checkbox"/> Yes (Si) <input type="checkbox"/> No (No) (Marque el cuadro apropiado: Soy Ciudadano/a de los Estados Unidos)					
I understand that giving false information to procure a voter registration is perjury, and a crime under state and federal law. (Entiendo que el hecho de proporcionar datos falsos a fin de obtener inscripción en el registro de votantes, constituye el delito de perjurio o declaración falsa y es una infracción sancionable por ley federal y estatal.)					
I affirm that I (Declaro que soy)					
• am a resident of this county; (residente del condado)					
• have not been finally convicted of a felony or if a felon I am eligible for registration under section 13.001, Election Code; and (que no he sido condenado/a en definitiva por un delito penal, o en caso de tal condena, que estoy habilitado/a para inscribirme, a tenor de lo dispuesto por la sección 13.001 del Código Electoral)					
• have not been declared mentally incompetent by final judgment of a court of law. (no se me ha declarado mentalmente incapazado por orden judicial.)					
				TX Driver's License No. or Personal LD. No. (Issued by TX Dept. of Public Safety) (Optional) (Número de su licencia tejana de manejar o de su Cédula de Identidad expedida por el Departamento de Seguridad Pública de Texas) (opcativo)	
				4	
				Telephone Number (Optional) (Número telefónico) (opcativo)	
				4	
				/ / Date (fecha)	
				X 6 & 7	
Signature of Applicant or Agent and Relationship to Applicant or Printed Name of Applicant if Signed by Witness and Date. (Firma del/ de la solicitante o de su apoderado/a. Si la firma es de un(a) testigo, escriba el nombre del/ de la solicitante en letras de molde. Indicar la fecha.)					

### ***Voting Rights in Texas***

Texans have had the right to vote since the time Texas was a part of Mexico. The Constitution of 1824 provided that the legislators, governor, and vice-governor were to be elected by "popular vote." But not all Texans have really had the right to vote since then. Some Texans acquired the right to vote later. African American men in Texas were not allowed to vote before 1869. In the Constitution of 1869, they were given the right to vote. But no women had the right to vote in Texas until 1918. Then women were allowed to vote in primary elections but could not vote in general elections until 1920 when the Nineteenth Amendment to the United States Constitution gave all women the right to vote in all elections. Even though these rights were given, African Americans and Mexican Americans were often denied the right to vote until the United States Congress passed the Voting Rights Act of 1965. This law made it illegal to deny people the right to vote because of their race or color. Beginning in 1902, a poll tax was collected from people who wanted to vote. People who could not afford to pay the tax were denied the right to vote. In 1966 an amendment to the Texas Constitution removed this poll tax and since then all citizens who meet the age and residency requirements are eligible to vote in all elections in Texas. To find out what these requirements are, contact your local voter registrar. This person is responsible for voter registration and knows the regulations for registering to vote.



*Project*

VOTE.

Voters of Tomorrow through Education

## Extension of Voting Rights

### Major Idea

In the early years of the United States, voting rights were commonly extended to white males who owned property. Through constitutional amendments as well as changes in state and federal laws, the right to vote is now guaranteed to most U.S. citizens, age 18 and older.

### Learning Objectives

Students will:

1. identify groups of people who have historically been denied the right to vote in the United States
2. identify individuals who contributed to the extension of suffrage rights in the United States
3. describe steps taken to remove barriers to voting

### Social Studies Essential Elements

1A, 1D, 3A, 3B, 3C, 4D, 7B.

### Materials Needed

Attachment 1: Voting Rights and Disenfranchised Individuals, 1792-1920

Attachment 2: Barriers to Voting

Attachment 3: Constitutional Amendment Time Line

Reference Books/Materials

Copies of the United States Constitution

### Vocabulary

disenfranchised  
suffrage

## Teaching Strategies

1. Remind students that the idea of equality was a major item in the Declaration of Independence which states that all people are created equal, they have certain rights, and it is the purpose of government to protect these rights. One of the major rights we have in our democracy is the right to vote. As our nation developed, individuals representing different interests gave good reasons why our laws and documents should allow them equal freedoms with other Americans. **They wanted the right to vote.** Remind students that whether or not a person had the right to vote greatly affected one's life, privileges and freedoms.

Discuss some of the rules by which our early colonists were governed, including the English property requirements for the privilege to vote, and the fact that people were considered citizens of the country in which they were born.

Remind students that between 1792 and 1868 each American state determined who could vote and who could not (most denied equal voting rights) **(Attachment 1)**.

Ask students to name different groups of people who lived in the United States after the Revolution (for example, men, women, whites, free blacks, slaves, indians, small farmers, large landowners, merchants, frontiersmen, indentured servants). Discuss which of these groups could vote and which could not. Make a list on the board of specific groups who were denied suffrage.

2. Distribute "Voting Rights and Disenfranchised Individuals, 1792-1920" and review with students **(Attachment 1)**. Divide class into small cooperative learning groups and assign each group to choose one group from the list for a research project. Each group should prepare a written report and a presentation to the rest of the class that may include a role-play, visuals, and/or oral reports.

*Questions to consider in conducting their research include the following:*

*Did these people enjoy equal rights?*

*How were they treated?*

*What were they allowed to do?*

*Were there things they were not allowed to do?*

*What did they do if they did not like the way they were treated?*

3. Ask students to express an opinion on "Who should have the right to vote?" Who had the right to vote in early American times? Why was voting limited to just men? What might have been the reasons for excluding women?

Why was voting limited to whites? What might have been the reasons for excluding non-white groups -- African Americans or Native Americans?

Would property holders be better voters than non-landowners?

Remind students of the need for all three Civil War Amendments:

Because the South's defeat did not free the slaves, the Thirteenth Amendment was adopted.

Because Southern states would not grant citizenship to African Americans, the Fourteenth Amendment was adopted.

Because Southern states said voting was not a right of United States citizenship, the Fifteenth Amendment was adopted.

Discuss with students the distinction between a constitutional amendment that establishes a right or freedom that cannot be taken away and a congressional law that establishes methods of enforcing that right. Review with students the methods states used to attempt to get around the Fifteenth Amendment.

### **Background Information:**

Discuss the following information with the class:

The Framers of the Constitution could not agree about who should have the right to vote. They left it up to the state governments to decide who could vote in each state. At the beginning of our nation, most state governments only allowed white men who owned land to vote. They did not allow African Americans, women, and Native Americans to vote.

Early in our nation's history, state governments usually just allowed white men with property to vote. They thought a person with property would have more to lose if a bad government came to power. In particular, a person with property would vote for people who would be careful to protect property. The Founders considered the protection of property to be one of the main purposes of government.

During the 50 years following the adoption of the Constitution, the vote was given to all white men. However, African Americans, women, and Native Americans still could not vote. It took many years and much hard work before these groups gained the right to vote.

Using "Barriers to Voting," remind students that the Civil War Amendments (13th, 14th, 15th) did not stop states from trying to keep blacks from voting (**Attachment 2**). In many Southern states, laws were passed to make it difficult or impossible for black men to vote.

4. Form small groups of students to research **one** of the following topics:

*Gaining the right to vote for African American men*

*Women gain the right to vote*

*Voting rights for Native Americans and eighteen-year-olds*

Student research should include any important events, including constitutional amendments, that helped this group gain the right to vote. Ask students to make note of the dates of key events to use later on a time line.

Provide time for group research. After group presentations, debrief the activity, having students discuss questions posed at the beginning of the lesson. Also have students list the amendments to the Constitution that protect citizens' right to vote. As a class, construct a time line of these amendments and identify the groups whose rights each amendment was written to protect (**Attachment 3**).

### **Evaluation**

Group presentations of role play, visuals, oral and written reports.



**Attachment 1*****Voting Rights and Disenfranchised Individuals, 1792-1920***

Barriers that affected voting rights: language, race, sex, land ownership, and local law.

**INDIANS**

Although Indians fought with the English against the French and owned land in America, they could not be citizens and could not vote in the United States. An interesting thing to note is that Englishmen who settled in the colonies customarily thought of citizenship as a birthright to anyone born in a country and thought of property ownership as a requirement for the right to vote. Indians were granted voting rights in 1870 (15th Amendment).

**SLAVES**

Slaves were not allowed to vote.

**FREE BLACKS**

Free blacks owned property and fought in the Revolutionary and 1812 wars with white colonists, however they were not allowed to vote because they were black. African Americans were granted voting rights in 1870 (15th Amendment).

**AFRICAN AMERICANS**

There was a literacy requirement to vote in many states, and there were poll taxes in the other states. In many cases, these barriers prohibited African Americans from voting even after the Fifteenth Amendment was passed.

**SMALL FARMERS IN NORTH CAROLINA**

Farmers who had 50 acres or more could vote in elections for both the lower and upper house of the state legislature. Farmers with fewer than 50 acres could vote in elections for the lower house.

**WHITE MALES IN VERMONT**

When Vermont became a state in 1792, all white males continued to share the privilege to vote—as they had when Vermont separated from New Hampshire and New York.

**WOMEN**

Most local laws did not allow women the right to vote. Women were granted voting rights in 1920 (19th Amendment).

**LANDOWNERS IN MASSACHUSETTS**

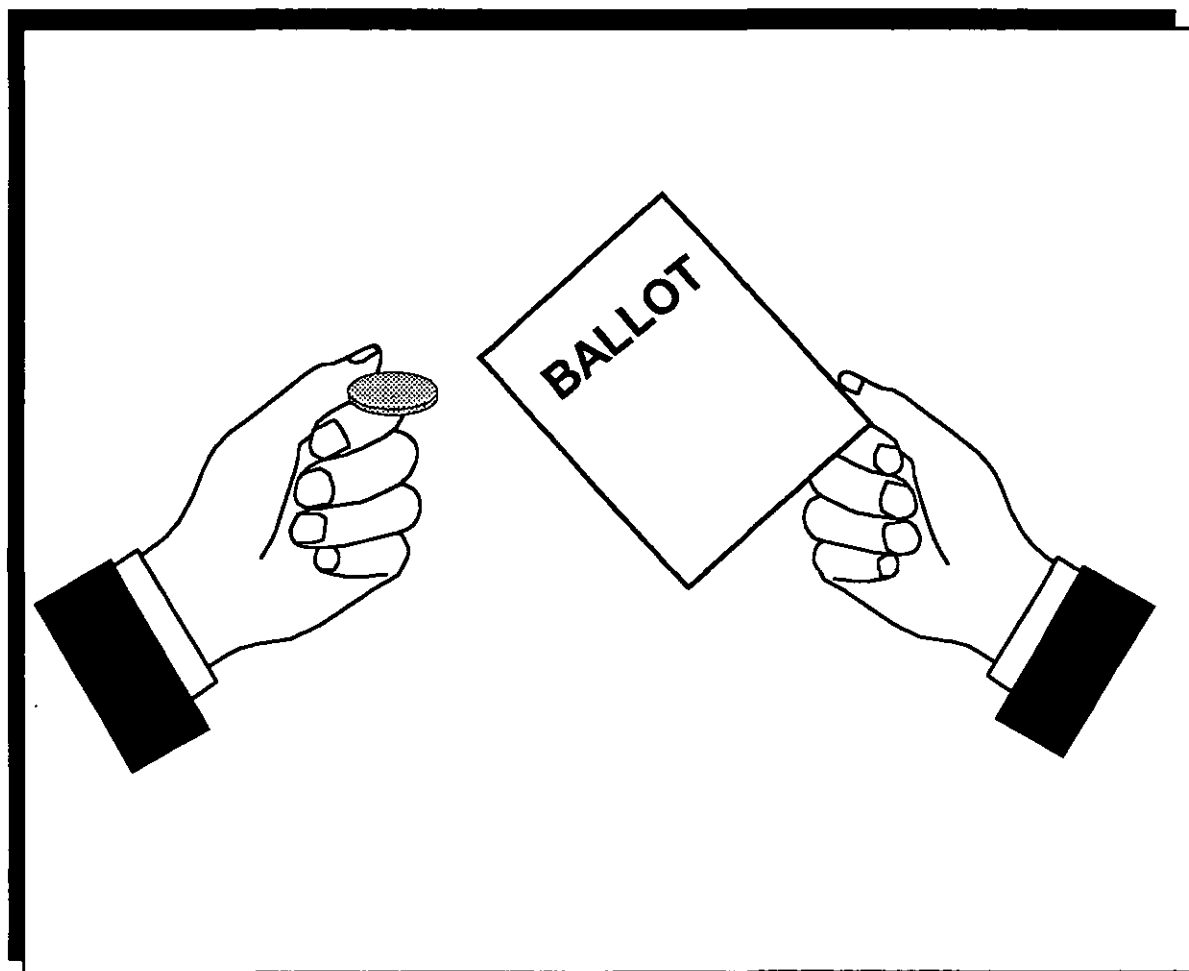
In order to vote in Massachusetts, a man needed to own at least 50 acres of land. If a man owned less than 50 acres, he was considered a citizen but could not vote.

**Attachment 2****Barriers to Voting**

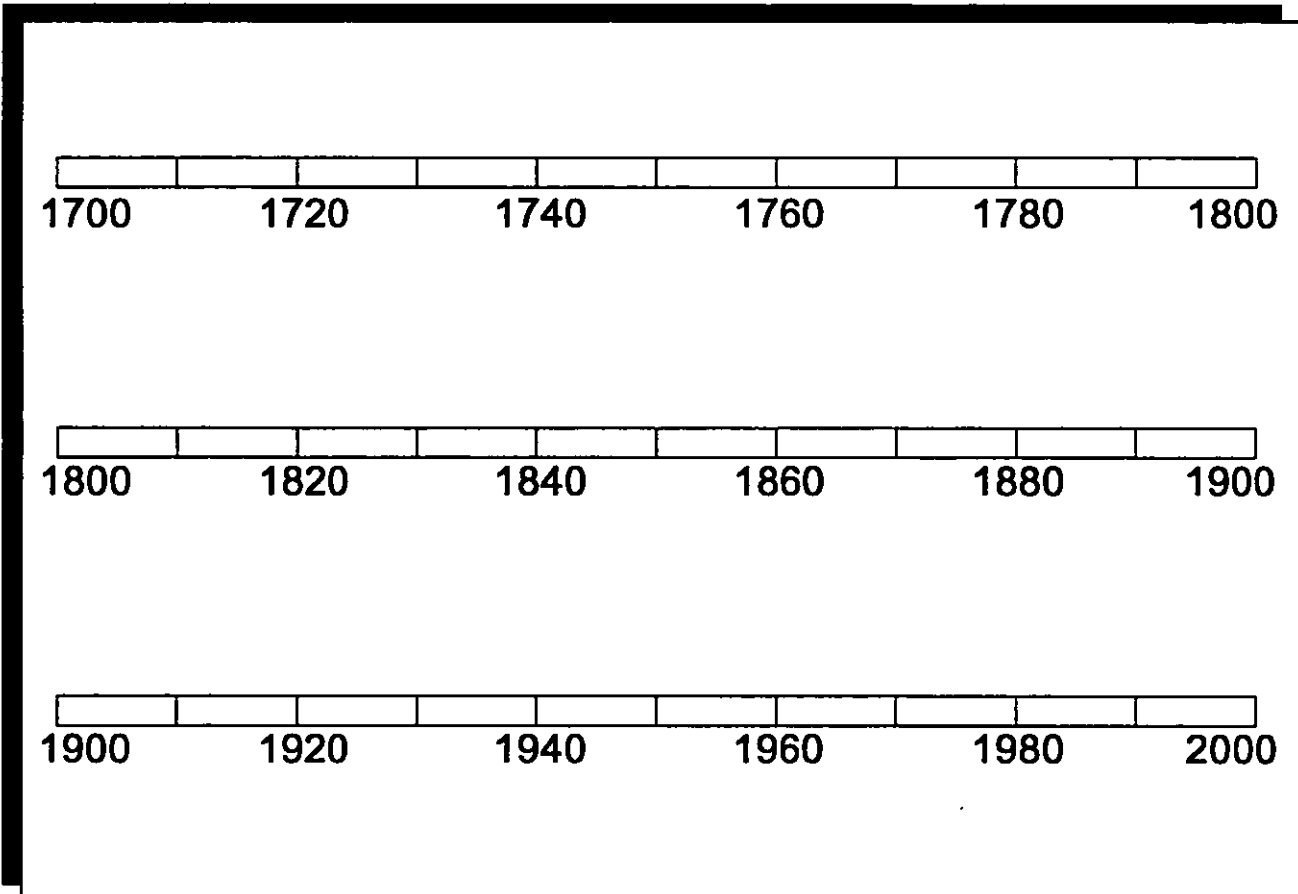
**Literacy tests.** Some states required people to take literacy tests in order to vote. These tests were difficult for most black men because they did not have a chance to get an education. The tests were also given unfairly so that even educated blacks would fail while whites who could not read would pass.

**Grandfather clauses.** Some states made laws that allowed people who could not pass a literacy test to vote if their grandfathers had the right to vote. Whites could qualify because their grandfathers had the right to vote. However, no blacks could qualify because none of their grandfathers, who had been slaves, had been allowed to vote.

**Poll taxes.** Some states charged a poll tax. Since most former slaves were very poor, they could not pay the tax and therefore could not vote.



*Constitutional Amendment Time Line*



# Requirements for Voting

## Major Idea

The United States government and all state governments establish certain criteria for voting.

## Learning Objectives

Students will:

1. develop rules about voting
2. apply rules about voting to specific situations
3. identify requirements for voting in Texas
4. complete a sample voter registration application

## Social Studies Essential Elements

1D, 4C.

## Materials Needed

Attachment 4: Qualifications and Requirements for Voting in Texas  
Attachment 5: Voter Registration Application and Instructions

## Teaching Strategies

1. Organize the class into groups of 3 - 5 students and ask them to imagine that they have just formed a new club. Have them develop a set of rules, or by-laws, for the club's constitution. These rules should deal with the election of officers and admission of new members.
2. Then, ask each group to discuss how the following issues would be interpreted using their club's constitution. Members of each group should be prepared to discuss their group's opinions with the rest of the class.

Possible discussion questions could be:

*Should a student who joined the club two days ago be allowed to vote for club president? Why or why not?*

*Should a student who is visiting from out-of-town and attending a meeting be allowed to vote in the club's election? Why or why not?*

*Should everyone interested in the club be allowed to join? If no, why not? What is the criteria for membership?*

*Do club members vote on all new members?*

3. Follow with a discussion of qualifications (rules) that voters in Texas must meet in order to vote; see "Qualifications and Requirements for Voting in Texas" (**Attachment 4**).
4. Use the "Voter Registration Application and Instructions" to illustrate how citizens must register to vote (**Attachment 5**).

### **Evaluation**

Observe and evaluate students' participation in class and group activities.

**Attachment 4****Qualifications and Requirements for Voting in Texas**

To be qualified to vote in Texas, a person must:

1. be 18 years of age or older;
2. be a United States citizen;
3. not have been determined mentally incompetent by a final judgement of a court;
4. not have been finally convicted of a felony or, if so convicted, has:
  - a. received a certificate of discharge by the pardons and paroles division of the Texas Department of Criminal Justice or completed a period of probation ordered by a court and at least two years have elapsed from the date of the receipt or completion; or,
  - b. been pardoned or otherwise released from the resulting disability to vote;
5. be a resident of the county or political subdivision on the day of the election; and,
6. be registered to vote.

**Voter Registration Application and Instructions**

**INSTRUCTIONS FOR COMPLETING APPLICATION FOR VOTER REGISTRATION**

Please complete all of the information on the application. Print in ink or type. If you have any questions about how to fill out this application, please call the Secretary of State's Office toll free at 1-800-252-VOTE(8683), TDD 1-800-735-2989.

1. **Name**-Give your full name including first, middle and last. If you have changed your name, give former name.
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4. **Gender, Social Security Number, Telephone Number, and Driver's License Number or Identification Number** are optional. The social security number is solicited by authority of sec. 13.122 and will be used to maintain the accuracy of the registration records. Your voter registration application is open to the public.
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7. **Sign Your Name**. If you cannot sign your name next to the X, a person may witness you making your mark. Give the name and address of the person who witnessed your mark above the signature line. If you cannot make a mark, have the witness state the applicant could not make a mark. You do not need a witness if you can sign your name.

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You may register to vote at any time. You must be at least 17 years and 10 months old to register. Your voter registration will become effective 30 days after it is received or on your 18th birthday, whichever is later. **YOU MUST BE A U.S. CITIZEN TO REGISTER.** If you move to another county, you must re-register in the county of your new residence.

If you decline to register to vote, the fact that you have declined to register will remain confidential and will be used only for registration purposes. If you do register to vote, the office (if applicable) at which you submitted a voter registration application will remain confidential and will be used only for voter registration purposes.

\* Tear off on dotted line and return lower portion to Voter Registrar

Prescribed by the Secretary of State 000017.95	<b>VOTER REGISTRATION APPLICATION</b> (SOLICITUD DE INSCRIPCION DE VOTANTE)			For Official Use Only PCT Cert. Num. EDR
Last Name (Apellido usual)	First Name (NOT HUSBAND'S) (Su nombre de pila) (Siendo mujer, no el del esposo)	Middle Name (If any) (Segundo Nombre) (si tiene)	Former Name (Nombre anterior)	1 1 1 1
Residence Address: Street Address and Apartment Number, City, State, and ZIP. If none, describe where you live. (Do not include P.O. Box or Rural Rt.) (Domicilio: Calle y número, número de apartamento, Ciudad, Estado, y Código Postal; A falta de estos datos, describa la localidad de su residencia.) (No incluya su apartado postal ni su ruta rural.)				
Mailing Address, City, State and ZIP: If mail cannot be delivered to your residence address. (Dirección postal, Ciudad, Estado y Código Postal) (Si es imposible entregarle correspondencia a domicilio.)			Gender (Optional) (Sexo) (Opcativo) <input type="checkbox"/> Male (Hombre) <input type="checkbox"/> Female (Mujer)	3 4
Date of Birth: month, day, year (Fecha de Nacimiento): (el mes, el día, el año)	City and County of Former Residence (Condado y dirección de su residencia anterior)	Social Security No. (Optional) (Número de Seguro Social) (Opcativo)		
Check appropriate box: I am a United States Citizen <input type="checkbox"/> Yes (Si) <input type="checkbox"/> No (No) (Marque el cuadro apropiado: Soy Ciudadano/a de los Estados Unidos)		TX Driver's License No. or Personal ID. No. (Issued by TX Dept. of Public Safety) (Optional) (Número de su licencia tejana de manejar o de su Cédula de Identidad expedida por el Departamento de Seguridad Pública de Tejas) (Opcativo)		
I understand that giving false information to procure a voter registration is perjury, and a crime under state and federal law. (Entiendo que el hecho de proporcionar datos falsos a fin de obtener inscripción en el registro de votantes, constituye el delito de perjurio o declaración falsa y es una infracción sancionable por ley federal y estatal.)		Telephone Number (Optional) (Número telefónico) (Opcativo)		
I affirm that I (Declaro que soy)		Date (fecha)		
<ul style="list-style-type: none"> <li>• am a resident of this county; (residente del condado)</li> <li>• have not been finally convicted of a felony or if a felon I am eligible for registration under section 13.001, Election Code; and (que no he sido condenado/a en definitiva por un delito penal, o en caso de tal condena, que estoy habilitado/a para inscribirme, a tenor de lo dispuesto por la sección 13.001 del Código Electoral)</li> <li>• have not been declared mentally incompetent by final judgment of a court of law. (no se me ha declarado mentalmente incapacitado por orden judicial.)</li> </ul>		<div style="font-size: 2em; font-weight: bold; margin-bottom: 5px;">X</div> <div style="font-size: 1.5em; font-weight: bold; margin-bottom: 5px;">6 &amp; 7</div>		
Signature of Applicant or Agent and Relationship to Applicant or Printed Name of Applicant if Signed by Witness and Date. (Firma del/de la solicitante o de su apoderado/a. Si la firma es de un(a) testigo, escriba el nombre del/de la solicitante en letras de molde. Indique la fecha.)				

# Understanding Political Cartoons

## Major Idea

Political cartoons often reflect our interpretations of the rights granted in the United States Constitution. Analyzing cartoons can broaden our understanding of our fundamental constitutional rights.

## Learning Objectives

Students will read a comic strip and relate it to a constitutional issue regarding voting.

## Social Studies Essential Elements

1D.

## Materials Needed

Attachment 6: Summary of the Constitution  
Newspaper  
Copies of comic strips

## Teaching Strategies

1. Choose a comic strip suitable for use or use example of "Dennis the Menace the Candidate."

Instruct students to read the comic strip.

Ask which part of the Constitution is brought to mind by this comic strip. (The election of the President and members of Congress of the United States.)

Next, ask students to look at "A Summary of the Constitution of the United States" and find information on voting (you may want to note that the Constitution is divided into articles and sections) (**Attachment 6**).

Direct students to the section which relates to the issue you've chosen to study (section 1 of Article II lists the requirements for a candidate running for



the Presidency and sections 2 and 3 of Article I state qualifications for members of the House and Senate).

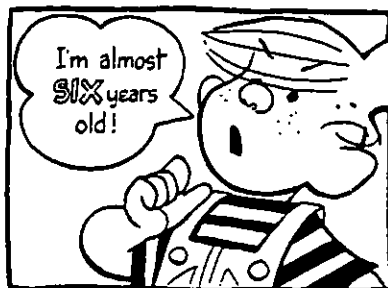
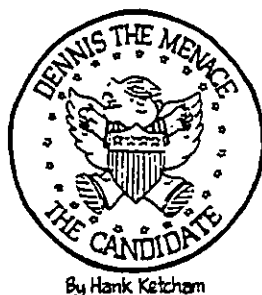
Tell students to look at the comics and make a list of the different problems the characters face. Have them underline laws which help us solve these problems.

2. Divide into groups of 3 - 5 students. Instruct each group to complete the following:

Draw comic strips about different sections of the Constitution relating to voting rights.

Share and discuss cartoons with entire class.

Construct a bulletin board of the cartoons.



"DENNIS THE MENACE" used by permission of Hank Ketcham and News America Syndicate

## ***A Summary of the Constitution of the United States***

### **PREAMBLE**

**Reasons for the Constitution:** The people of the United States made this Constitution and put it into practice for the following reasons: (1) to have a better government than under the Articles of Confederation, (2) to give everyone fair treatment, (3) to keep peace within the country, (4) to defend the country from enemies, (5) to live comfortably and well, and (6) to keep people free both now and in the future.

### **ARTICLE I LEGISLATIVE BRANCH**

**Description (Section 1):** The legislative branch of government, or Congress, makes all the laws. It has two parts, or houses, the Senate and the House of Representatives.

**House of Representatives (Section 2):** Members of the House of Representatives serve a 2-year term. They are elected by the people. Representatives must be at least 25 years old, citizens of the United States for at least 7 years, and citizens of the state they represent.

The number of representatives from each state depends on that state's population. In order to decide on the number of representatives from each state, the government must count the people every 10 years. This is called a census.

**The Senate (Section 3):** The Senate is made up of two senators from each state. Senators have a 6-year term. Senators must be at least 30 years old, citizens of the United States for at least 9 years, and citizens of the state they represent.

The Vice-President of the United States is in charge of the Senate, but may only vote in case of a tie.

**Rules (Sections 4-7):** Instructions on how to operate both the House and the Senate are covered. Behavior of members, record keeping, pay, and how a bill becomes a law are noted.

**Duties (Sections 8-10):** The exact duties of Congress are listed. Congress makes all money and trade laws. Congress decides how people can become citizens of the United States and can declare war if necessary. Powers Congress and the states do not have are also listed.

### **ARTICLE II EXECUTIVE BRANCH**

**Description (Section 1):** The executive branch is made up of the President of the United States and those who help carry out laws passed by Congress. The President manages the government. A President must have been born in the United

States, must be at least 35 years old, and must have lived in the United States for at least 14 years.

**Duties (Sections 2-4):** Some of the President's jobs include carrying out the laws made by Congress, responsibility for all the armed forces, pardoning crimes, and reporting to Congress at least once a year on what the nation is doing. The President makes treaties and appoints government leaders; the Senate must give its approval.

If the President does wrong, he may be removed from office.

### **ARTICLE III JUDICIAL BRANCH**

**Description (Section 1):** The judicial branch of government is the federal court system. The Supreme Court is the nation's highest court. It has the final say in all matters of law. Judges are appointed, not elected to office.

**Duties (Section 2):** The federal courts have a say in all cases that are not entirely within a state.

**Treason (Section 3):** The crime of treason, trying to overthrow the government, is explained.

### **ARTICLE IV THE STATES**

**Rules about the states (Sections 1-4):** All states must accept acts, records, and laws of other states. A citizen of one state must be given the same rights as the citizens of another state he or she may be in. The governor of one state may send an accused criminal from another state back to that state for trial.

New states may be added to the United States. The United States government will protect all states from enemies.

### **ARTICLE V AMENDMENTS**

**Making changes:** The Constitution may be amended, or changed.

### **ARTICLE VI HIGHEST LAW**

**Above all others:** The Constitution of the United States is the highest law in the land. State laws must be under this law. All national and state lawmakers and officers must support the Constitution.

**ARTICLE VII  
PASSING THE CONSTITUTION**

**Ratification:** This Constitution becomes law when 9 of the 13 states ratify it, or approve it.

**AMENDMENTS**

**Amendment I:** Congress may not make rules to change freedom of religion, freedom of speech, freedom of the press, or the right of people to come together in a peaceful way or to end petitions to their government.

**Amendment II:** The people have the right to keep and bear arms.

**Amendment III:** During peacetime, the government cannot make citizens keep soldiers in their homes.

**Amendment IV:** People or their homes may not be searched unreasonably.

**Amendment V:** Persons accused of serious crimes have the right to a jury trial. They may not be forced to give evidence against themselves. Their lives, freedom, and property may not be taken from them unfairly. If the government takes a person's property for public use, it must pay the owner for it.

**Amendment VI:** Persons accused of serious crimes have the right to a speedy and public trial. They must be told of the charges against them. They have the right to legal representation. They have the right to see and question those who accuse them.

**Amendment VII:** In most cases, there must be a right to a jury trial.

**Amendment VIII:** It is illegal to require excessive bail, impose excessive fines, and inflict cruel and unusual punishment to others.

**Amendments IX and X:** If the Constitution does not give a certain right to the United States government, and also does not forbid a state government to have that right, the states and the people have it.

**Amendment XI:** The power of the judicial branch is limited to certain kinds of cases.

**Amendment XII:** Electors vote for President and Vice-President separately.

**Amendment XIII:** Slavery may not exist in the United States.

**Amendment XIV:** People born in the United States or naturalized here are United States citizens. They are also citizens of the state in which they live. States may not make laws that limit the rights of citizens of the United States. They may not take

**Attachment 6, page 4**

away a person's life or freedom of property unfairly. They must treat all people equally under the law.

**Amendment XV:** No citizen may be denied the right to vote because of race.

**Amendment XVI:** Congress has the power to collect taxes.

**Amendment XVII:** United States Senators are elected by the people.

**Amendment XVIII:** Liquor may no longer be manufactured or sold in the United States.

**Amendment XIX:** No citizen may be denied the right to vote because of sex.

**Amendment XX:** Presidents start their new term on January 20; Congress starts its new term on January 3.

**Amendment XXI:** The Eighteenth Amendment to this Constitution is repealed, or taken back.

**Amendment XXII:** Presidents are limited to two terms in office.

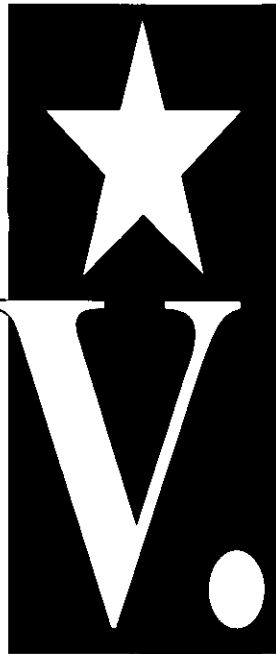
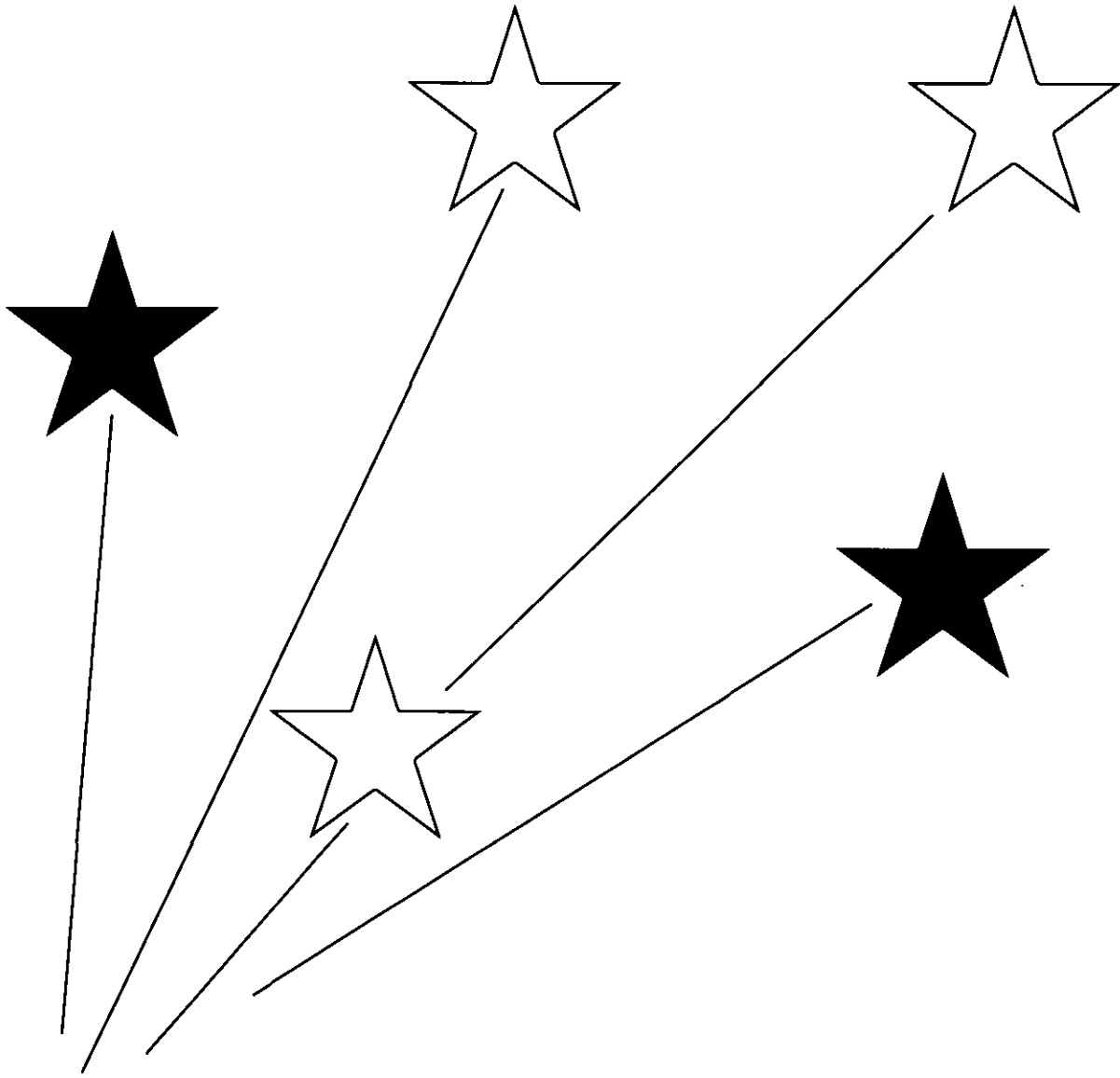
**Amendment XXIII:** Residents of Washington, D.C., have the right to vote for President.

**Amendment XXIV:** Citizens need not pay a tax in order to vote for President, Senators, or members of Congress.

**Amendment XXV:** In case the President becomes too ill to carry on the job, the Vice-President will take over as Acting President until the President is well.

**Amendment XXVI:** No citizen who is 18 years of age or older may be denied the right to vote because of age.

**Amendment XXVII:** If Senators and Representatives vote to increase or decrease their pay, the change in their pay cannot take effect until a federal election has taken place.



*Project*

V.O.T.E.

Voters of Tomorrow through Education

# Governments by One, Few, and Many

## Major Idea

When decisions which affect the citizens of a nation are made by one leader, the form of government is an autocracy (or dictatorship); by a small group, an aristocracy; or by the citizens through their representatives, a democracy. Voting rights are an essential indicator of the basic freedom of the citizens of any nation.

## Learning Objectives

Students will:

1. write simple definitions of autocracy, aristocracy, and democracy
2. give contemporary or historical examples of the three methods of government
3. identify the origin and development of democracy as a form of government

## Social Studies Essential Elements

1B, 1C, 3A, 4A, 4B.

## Materials Needed

Attachment 1: Voting Systems Used in Texas  
 Attachment 2: Voting Systems (Teacher Background)  
 Magazines  
 Scissors  
 Glue  
 Construction Paper  
 Textbook

## Vocabulary

aristocracy  
 casting lots  
 democracy  
 government

autocracy  
 cultures  
 secret ballot

## Teaching Strategies

1. Direct students in a discussion and written definition exercise of historical forms of government in given cultures and societies exploring the autocratic, aristocratic, and democratic forms.
2. Use brainstorming to develop a framework for exploring the operation/function of each form of government in the classroom (**Handbook of Strategies, Strategy No. 3**). Have the students generate a list of problems which exist in the classroom. Examples include not bringing proper supplies to class, habitual tardiness, disruptive behavior, failure to complete work, or leaving desk/surroundings untidy.

Illustrate autocracy by appointing one student and telling the students that the selected student will make a decision as to the solution and that they all must obey the decision. The autocrat then announces the decision. This may be done with the whole class or with several small groups. Student reactions should stimulate a discussion as to the fairness or unfairness of this form of rule.

Then select 3 or 4 class members to compose the aristocracy. Follow the same procedure in allowing them to reach a decision for the group. Discuss reactions.

Then ask for another way to make a decision which affects all members of the class. The preferred method is for each member of the class to vote secretly.

3. Divide the class into six groups and assign each group one of the three types of government (autocracy, aristocracy, or democracy). Have students look through magazines and create a collage which depicts the events, feelings, and attitudes associated with each type of government (**Handbook of Strategies, Strategy No. 14**). After the collages are completed, let each group show its work.
4. Explain the different methods of voting and discuss major advantages and disadvantages of each type. Emphasize the evolution of the secret ballot. Possible examples:
  - a. casting lots
  - b. white and black stones
  - c. colored balls used in Florence and Venice called "ballotta" (our word ballot was derived from this)
  - d. Pilgrims - raising hands/using corn and beans
  - e. early colonists' voice vote
  - f. current voting systems used in Texas (**Attachment 1**)



5. Have students read in their textbooks about Athenian democracy. Discuss the Athenian government and how it grew into the system called **democracy**. Invite a resource speaker to compare the Athenian government with our democratic government of today (**Handbook of Strategies, Strategy No. 25**).

## **Evaluation**

Evaluate Collages

Create a teacher-made test over the material covered

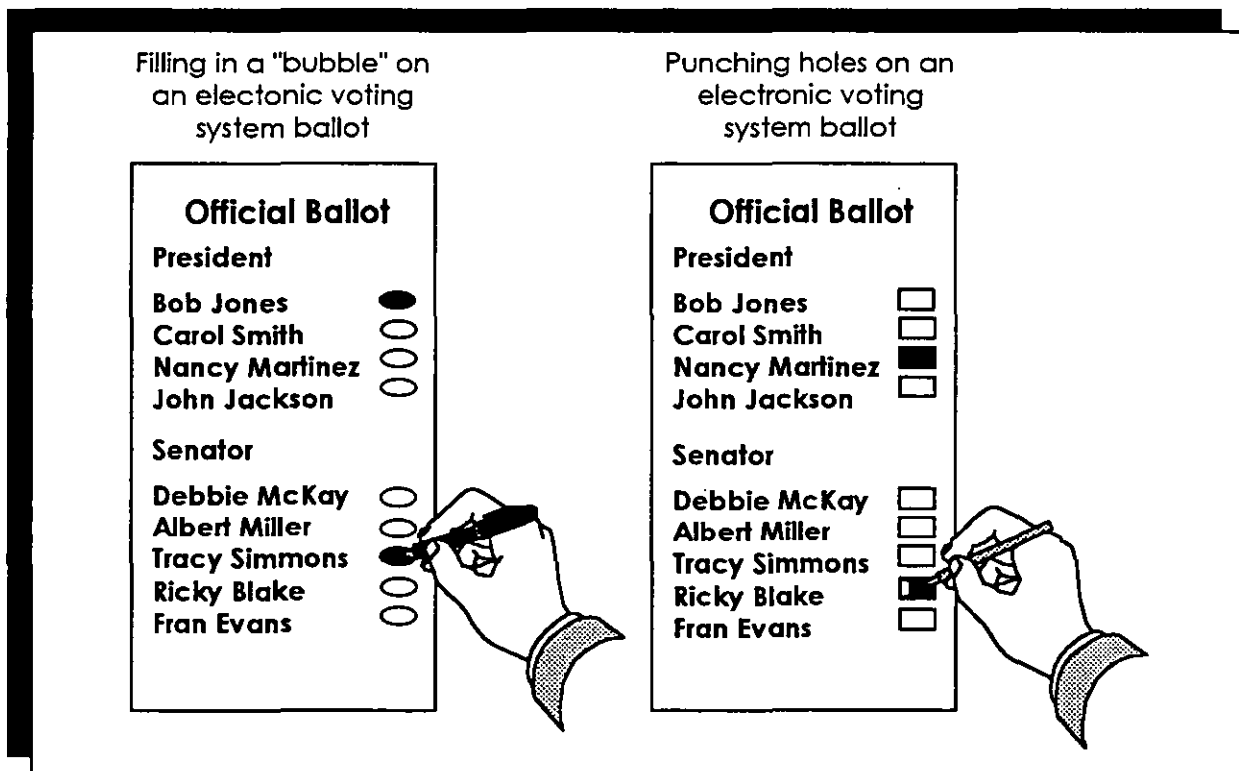
Evaluate students' participation

## Attachment 1

## Voting Systems Used in Texas

There are three major kinds of voting systems that are used in Texas. These systems are paper systems, electronic systems, and mechanical systems. Below is a description of each type of system.

1. **Paper Systems:** This system is the most widely used and simplest one. It is used by many small counties because it is also the least expensive way to count ballots. In a paper system, voters mark their ballots by hand with an indelible marker or pen, and the votes are counted manually.
2. **Electronic Systems:** There are several types of electronic voting systems, but they all operate in similar manners. In an electronic system, voters mark their ballots by either punching holes or filling in "bubbles" next to the candidates' names. The votes are then counted by an electronic ballot counter that counts the holes or the filled in "bubbles." When the ballots are counted, the electronic system automatically computes the vote totals for each candidate. Although this system is often more accurate and quicker than counting paper ballots by hand, it is more expensive to operate.

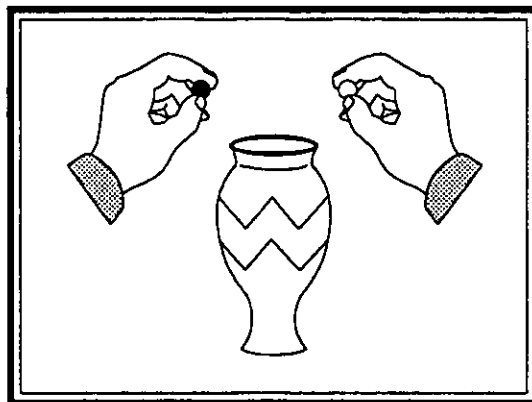


3. **Mechanical Systems:** Mechanical systems historically have been a popular voting system. Recently, however, many mechanical systems have been replaced with electronic systems for speed and convenience. In a mechanical system, voters go into a booth to vote and pull levers next to the candidates' names. When each voter is finished, the votes are counted by a counter in the back of the machine. After voting ends, the vote totals are read directly off the counter.

## **Voting Systems (Teacher Background)**

The power to govern is exercised, either directly or indirectly, through our right to vote. Voting is our way of making decisions, or stating our opinion on issues and of expressing satisfaction or dissatisfaction with public officials.

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



*Using colored balls to cast ballots*

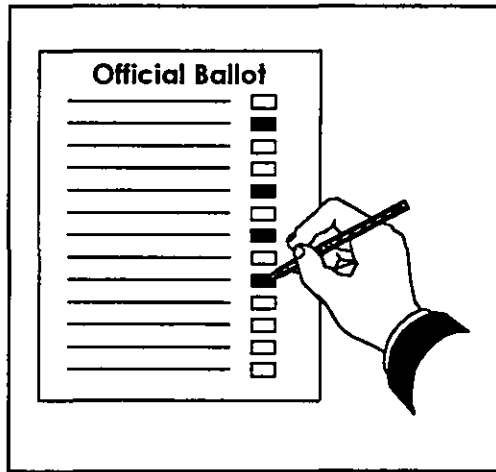
Another old popular method of voting requires that each voter be given two balls, one black and the other white. The black ball signifies a "no" vote and the white ball signifies a "yes" vote. The voter simply drops the appropriate ball into a container to vote. This method is the origin of the expression "to blackball" meaning "to vote against." While providing for secrecy, this method of voting allows for only "yes" or "no" votes and can be quite cumbersome if there are a number of issues to be voted upon.

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

1. The ballots must be uniform in paper quality, size, color, and inking to ensure that one person's ballot cannot be singled out to determine how it was voted.
2. The ballots must be printed at public expense.
3. The names of all candidates for the same office must be on each ballot to ensure that each voter is selecting from the same list of candidates.
4. The ballots must only be distributed to registered voters and only one ballot is given to each voter.
5. There must be absolute secrecy in voting.
6. Only official ballots must be counted.

## Attachment 2, page 2

Besides voting on paper ballots, people in Texas vote on lever-type machines and punch card voting devices. Regardless of the device used, the secrecy of the vote must be ensured. A vote is cast on a paper ballot by marking an "X" in the square beside the name of the candidate.



*A standard paper ballot*

### Systems of Voting

The ancient Greeks voted by use of white stones for "yes" and black stones for "no." Romans voted on tablets using a pointed stick. In Florence and Venice, they voted with colored balls called "ballotta," from which comes our word "ballot." The Pilgrims voted by raising their hands; some early settlers used corn and beans to vote "yes" or "no." In some of the early colonies, people voted "viva voce" or by voice. People

sometimes vote today by saying "aye" or "nay."

Political parties used to print their own ballots in different colors. In the late 1800's, we began using the Australian ballot using white paper. Some cities have voting machines on which the voter pushes down a lever for each vote. Some places in Texas now vote on punch cards. The votes are counted by a computer.

New ways of voting are being tried. These include voting by telephone or by television connected to computers. People are constantly trying to invent new methods of voting that are cheap to build and to maintain, that are easy for the voter to use, that provide a fast and accurate vote count, and that protect the secrecy and honesty of the vote.



*A possible future method of voting*

## Political Campaigns

### Major Idea

In order to be elected to office, candidates conduct political campaigns which include a variety of strategies to "advertise" themselves to the public.

### Learning Objectives

Students will:

1. identify various activities that make up a political campaign
2. analyze campaign strategies of various candidates for elected office

### Social Studies Essential Elements

1B, 1C, 4B.

### Materials Needed

Attachment 3: Candidate Campaign Evaluation

### Vocabulary

campaign  
election  
political party

candidate  
nominate  
vote

### Teaching Strategies

1. Discuss how advertisements affect our thoughts about a product. Use examples of TV ads developed to influence students' desires, i.e., toothpaste brands, cereals, toys, fast food restaurants.
2. Discuss different ways in which candidates campaign, including the following:
  - a. advertisements in the media
  - b. campaign material

- c. letters to voters
  - d. press releases
  - e. door-to-door campaign
  - f. telephone banks
3. Ask students to play "scavenger" for a week or more during a local, state, or national campaign. During the week each student should try to collect examples of activities listed above. As the students bring in examples, place them in a large box. Give each student three items to categorize into campaign strategies.
  4. Using the "Candidate Campaign Evaluation," let students evaluate the candidates based on the materials collected (**Attachment 3**).

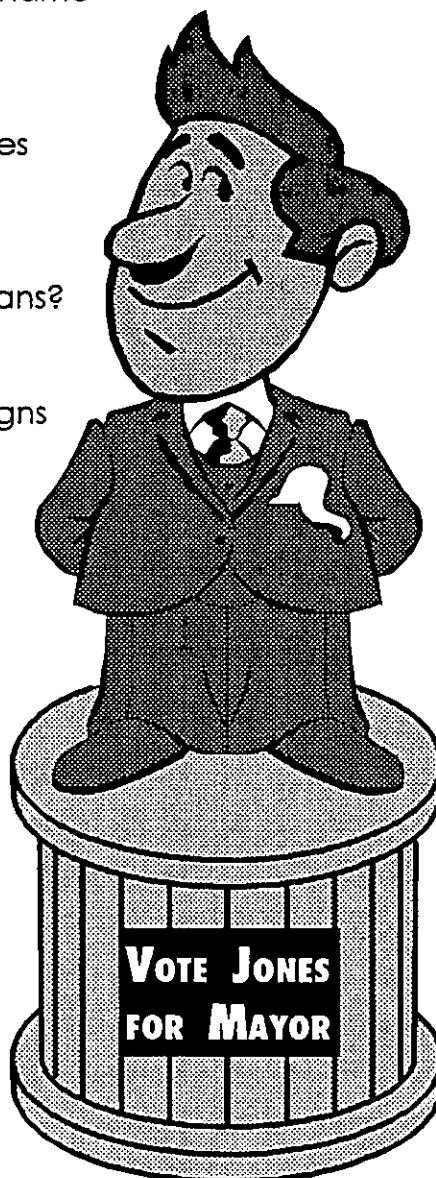
### **Evaluation**

No formal evaluation

**Candidate Campaign Evaluation**

Answer the following questions with a yes or no.

1. Is the candidate smiling?
2. Is the candidate considerate and sincere?
3. Does the candidate take the time to meet the voters?
4. Does the candidate take the time to shake hands and make introductions?
5. Does the candidate pass out buttons or name cards?
6. Does the candidate give voters brochures about the issues?
7. Does the candidate talk about future plans?
8. Does the candidate have posters and signs around the community?
9. Have you heard the candidate make a speech?
10. Do the candidate's ads mention the office being sought? Do they ask for your vote?
11. Do the candidate's ads say something catchy which you will remember?



# Mock Election

## Major Idea

An election is a complicated process that involves much planning and preparation, culminating at the polling place on election day.

## Learning Objectives

Students will:

1. complete a voter registration application
2. identify the Australian ballot system
3. list the responsibilities of the elections officers
4. name and sequence the major steps in an election

## Social Studies Essential Elements

1B, 1C.

## Materials Needed

Attachment 4: Systems of Voting  
Attachment 5: Voter Registration Application  
Attachment 6: Sign  
Attachment 7: Combination Form  
Attachment 8: Sample Paper Ballot  
Attachment 9: Oath

## Vocabulary

ballot  
election  
polling place  
returns  
vote

elect  
majority  
register  
ticket  
voting machine



## Teaching Strategies

1. Review why elections are held and how candidates campaign.
2. Using "Systems of Voting" (**Attachment 4**), discuss various methods of voting and election day procedures. Have students complete the "Voter Registration Application" (**Attachment 5**).
3. Invite a local officeholder to visit the class and have the officeholder explain the election process (**Handbook of Strategies, Strategy No. 25**).
4. Direct a mock election using correct voting procedure. Lead this activity with all of the students in the school. Elicit help from P.T.A. volunteers and other personnel in the school (**Attachments 5-9**).

## Evaluation

Evaluate students' participation in the mock election.

## **Systems of Voting**

Voting is our way of making decisions, of speaking out to express our opinion on issues, and of expressing satisfaction or dissatisfaction with public officials.

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

Another old popular method of voting requires that each voter be given two balls, one black and the other white. The black ball signifies a "no" vote and the white ball signifies a "yes" vote. The voter simply drops the appropriate ball into a container to vote. This method is the origin of the expression "to blackball" meaning "to vote against." While providing for secrecy, this method of voting allows for only "yes" or "no" votes and can be quite cumbersome if there are a number of issues to be voted upon.

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

*The ballots must be uniform in paper quality, size, color, and inking to ensure that one person's ballot cannot be singled out to determine how he or she voted;*

*The ballots must be printed at public expense;*

*The names of all candidates for the same office must be on each ballot to ensure that all voters are selecting from the same list of candidates;*

*The ballots must only be distributed to registered voters and only one ballot is given to each voter;*

*There must be absolute secrecy in voting; and*

*Only official ballots must be counted.*

Besides voting on paper ballots, people in Texas vote on lever-type machines and punch card voting devices. Regardless of the device used, the secrecy of the vote must be ensured.

New ways of voting are being tried. These include voting by telephone or by television connected to computers. People are constantly trying to invent new meth-

ods of voting that are cheap to build and to maintain, that are easy for the voter to use, that provide a fast and accurate vote count, and that protect the secrecy and honesty of the vote.

### **Election Day Jobs:**

When voters in Texas go to their polling place to vote on election day, they find people ready to help them. These people are the election officials—or more commonly referred to as the election judges and clerks. When a voter enters the polling place, an election official at the acceptance table asks the voter to present a voter registration certificate. The election officials check the list of registered voters to see if the voter's name appears on the list. If the voter's name appears on the list of registered voters, the election official stamps "voted" or places some other notation next to the voter's name on the list of registered voters to indicate that the voter has been accepted for voting. The voter then signs the signature roster, the election official enters the voter's name on the poll list, and the voter selects a ballot and proceeds to the voting area. If voters do not know how to mark the ballot, the election officials will provide assistance.

Election judges and clerks work long hours on election day, as the polls are open from 7:00 a.m. to 7:00 p.m. Moreover, the election judge usually arrives at the polling place at least an hour before the polls open in order to prepare the table(s) for accepting and qualifying voters, post distance markers and sample ballots, and give instructions to the clerks.

For those political subdivisions using the paper ballot voting method, the presiding judge may tell the counting officers to start counting ballots if it is after 8:00 a.m. and there are more than ten ballots in the ballot box. If counting is not started early in the day, it **must** be started by 7:00 p.m. and continue without interruption until all ballots are counted. Voting machines and electronic voting systems follow slightly different counting procedures.

If voting machines are used, votes are tabulated directly by the machine. For electronic voting systems, voted ballots are either transported to the central counting station for tabulation, or tabulated by election officials at the polling place using precinct ballot counters.

For more information on counting procedures, closing the polling place, and handling the election records, you may want to contact your local County Clerk, Elections Administrator, or the Office of the Secretary of State.

### **Election Day Procedures:**

In every election, it is the duty of the election officials in each polling place to ensure that every person who has the right to vote has an opportunity to vote, that no one is permitted to vote who does not have the right, that voters are able to cast their votes without interference, and that all votes are counted fairly.

**Conducting the Election:**

1. At the given time, the presiding judge announces that the polls are open and shows the class that the ballot box is empty.
2. One by one, each qualified voter completes the qualifying process and selects a ballot from the qualifying table (see pages 6-5 through 6-9). An effort should be made to ensure that only qualified students vote and that they vote only once.
3. The voter marks the ballot in secret in the voting area and places it in the ballot box. During the voting process, the class may perform other election related activities.

**Closing the Polling Place and the Counting Procedure:**

1. After all qualified voters have voted, an election official announces that the polls are closed.
2. The counting officers should open the ballot box containing the voted ballots.
3. The officer designated as the reader should remove the ballots from the ballot box.
4. The reader must read, and distinctly announce to the officers keeping the tally lists, each name of a candidate or proposition for which there is a vote.
5. A vote shall be counted if the voter's intent is clearly ascertainable.
6. As each vote is read, a tally mark is made by the corresponding name or number on the tally lists.

For further information on the rules for counting ballots, contact your local County Clerk, Elections Administrator, or the Office of the Secretary of State.

**Voter Registration Application**

**INSTRUCTIONS FOR COMPLETING APPLICATION FOR VOTER REGISTRATION**

Please complete all of the information on the application. Print in ink or type. If you have any questions about how to fill out this application, please call the Secretary of State's Office toll free at 1-800-252-VOTE(8683), TDD 1-800-735-2989.

- Name**-Give your full name including first, middle and last. If you have changed your name, give former name.
- Residence Address** - Include street address, city, state, and zip. If you do not have a street address, give a description of the location of where you live.
- Mailing Address** - If mail cannot be delivered to your residence, give a mailing address.
- Gender, Social Security Number, Telephone Number, and Driver's License Number or Identification Number** are optional. The social security number is solicited by authority of sec. 13.122 and will be used to maintain the accuracy of the registration records. Your voter registration application is open to the public.
- City and County of Former Residence** - If you were previously registered in another county in Texas, complete this box.
- Agent** - An agent may apply for voter registration for another person as long as that person is related to the applicant as husband, wife, father, mother, son or daughter. The agent must also be a registered voter or have submitted an application for registration. Indicate the relationship of the agent on the application. Indicate relationship next to signature.
- Sign Your Name**. If you cannot sign your name next to the X, a person may witness you making your mark. Give the name and address of the person who witnessed your mark above the signature line. If you cannot make a mark, have the witness state the applicant could not make a mark. You do not need a witness if you can sign your name.

**GENERAL VOTER REGISTRATION INFORMATION**

You may register to vote at any time. You must be at least 17 years and 10 months old to register. Your voter registration will become effective 30 days after it is received or on your 18th birthday, whichever is later. **YOU MUST BE A U.S. CITIZEN TO REGISTER.** If you move to another county, you must re-register in the county of your new residence.

If you decline to register to vote, the fact that you have declined to register will remain confidential and will be used only for registration purposes. If you do register to vote, the office (if applicable) at which you submitted a voter registration application will remain confidential and will be used only for voter registration purposes.

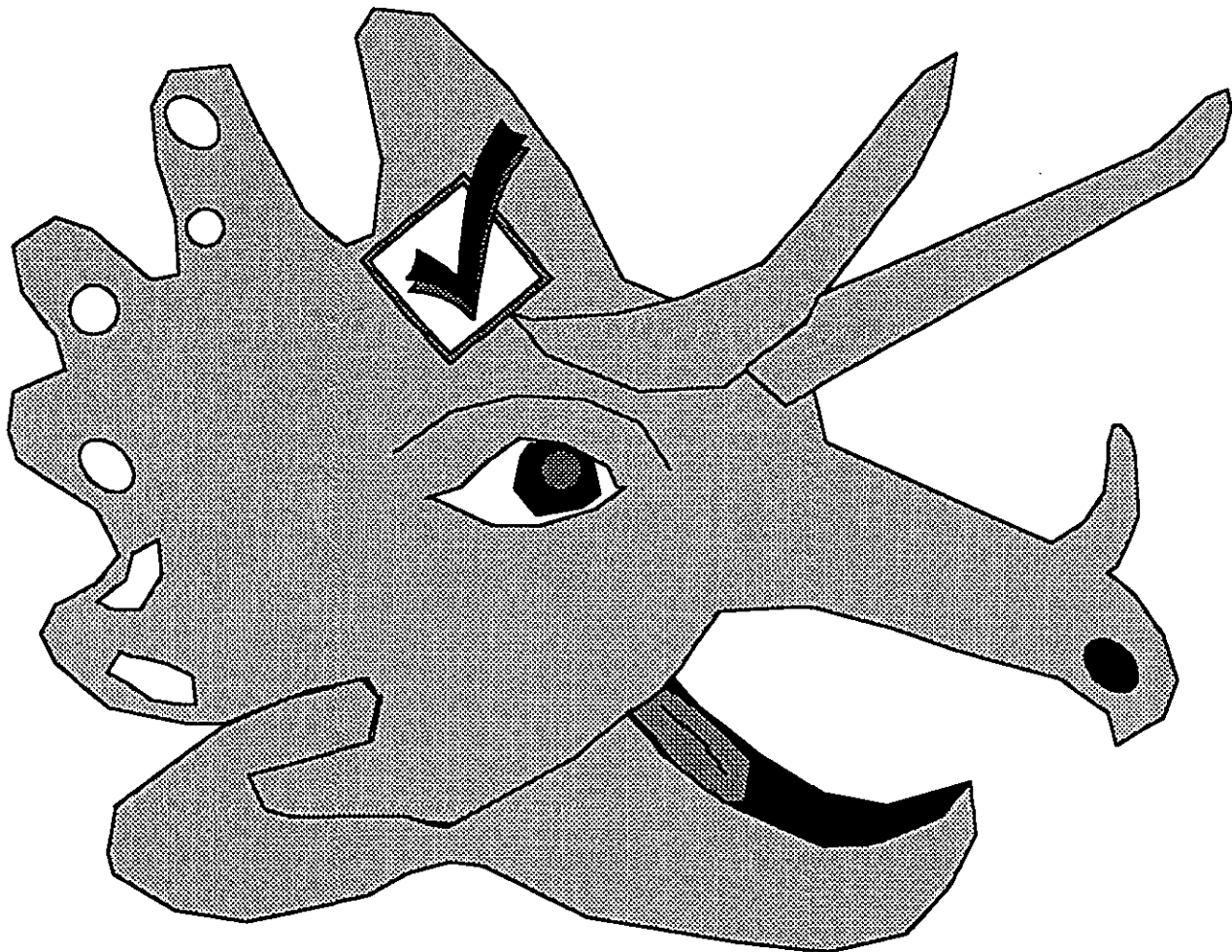
\* Tear off on dotted line and return lower portion to Voter Registrar

Prescribed by the Secretary of State 000017.95		<b>VOTER REGISTRATION APPLICATION</b> (SOLICITUD DE INSCRIPCION DE VOTANTE)		For Official Use Only PCT Cert. Num. EDR	
Last Name (Apellido usual) <b>1</b>		First Name (NOT HUSBAND'S) (Su nombre de pila) (Siendo mujer: no el del esposo) <b>1</b>		Middle Name (if any) (Segundo Nombre) (si tiene) <b>1</b>	
Former Name (Nombre anterior) <b>1</b>		Residence Address: Street Address and Apartment Number, City, State, and ZIP. If none, describe where you live. (Do not include P.O. Box or Rural Rt.) (Domicilio: Calle y número, número de apartamento, Ciudad, Estado, y Código Postal. A falta de estos datos, describa la localidad de su residencia.) (No incluya su apartado postal ni su ruta rural.) <b>2</b>			
Mailing Address, City, State and ZIP: If mail cannot be delivered to your residence address. (Dirección postal, Ciudad, Estado y Código Postal) (Si es imposible entregarle correspondencia a domicilio.) <b>3</b>		Gender (Optional) (Sexo) (Opcativo) <input type="checkbox"/> Male (Hombre) <input type="checkbox"/> Female (Mujer) <b>4</b>		Date of Birth: month, day, year (Fecha de Nacimiento): (el mes, el día, el año) <b>4</b>	
City and County of Former Residence (Condado y dirección de su residencia anterior) <b>5</b>		Social Security No. (Optional) (Número de Seguro Social)(opcativo) <b>4</b>		TX Driver's License No. or Personal LD. No. (Issued by TX Dept. of Public Safety) (Optional) (Número de su licencia tejana de manejar o de su Cédula de Identidad expedida por el Departamento de Seguridad Pública de Tejas) (opcativo) <b>4</b>	
Check appropriate box: I am a United States Citizen <input type="checkbox"/> Yes (Si) <input type="checkbox"/> No (No) (Marque el cuadro apropiado: Soy Ciudadano/a de los Estados Unidos)		Telephone Number (Optional) (Número telefónico) (opcativo) <b>4</b>			
<p>I understand that giving false information to procure a voter registration is perjury, and a crime under state and federal law. (Entiendo que el hecho de proporcionar datos falsos a fin de obtener inscripción en el registro de votantes, constituye el delito de perjurio o declaración falsa y es una infracción sancionable por ley federal y estatal.)</p> <p>I affirm that I (Declaro que soy)</p> <ul style="list-style-type: none"> <li>am a resident of this county; (residente del condado)</li> <li>have not been finally convicted of a felony or if a felon I am eligible for registration under section 13.001, Election Code; and (que no he sido condenado/a en definitiva por un delito penal, o en caso de tal condena, que estoy habilitado/a para inscribirme, a tenor de lo dispuesto por la sección 13.001 del Código Electoral)</li> <li>have not been declared mentally incompetent by final judgment of a court of law. (no se me ha declarado mentalmente incapacitado por orden judicial.)</li> </ul>					
Signature of Applicant or Agent and Relationship to Applicant or Printed Name of Applicant if Signed by Witness and Date. (Firma del/de la solicitante o de su apoderado/a. Si la firma es de un(a) testigo, escriba el nombre del/de la solicitante en letras de molde. Indicar la fecha.)		Date (fecha) <b>6 &amp; 7</b>			

6-16

Prescribed by the Secretary of State 000017.94	<b>VOTER REGISTRATION APPLICATION (SOLICITUD DE INSCRIPCION DE VOTANTE)</b>		For Official Use Only PCT    Cert. Num.    EDR	
<b>Last Name</b> (Apellido usual)	<b>First Name (NOT HUSBAND'S)</b> (Su nombre de pila) (Siendo mujer: no el del esposo)	<b>Middle Name (If any)</b> (Segundo Nombre) (si tiene)	<b>Former Name</b> (Nombre anterior)	
<b>Residence Address: Street Address and Apartment Number, City, State, and ZIP. If none, describe where you live. (Do not include P.O. Box or Rural Rt.)</b> (Domicilio: Calle y número, número de apartamento, Ciudad, Estado, y Zona Postal; A falta de estos datos, describa la localidad de su residencia.) (No incluya su apartado postal ni su ruta rural.)				
<b>Mailing Address, City, State and ZIP: If mail cannot be delivered to your residence address.</b> (Dirección postal, Ciudad, Estado y código postal) (Si es imposible entregarle correspondencia a domicilio.)			<b>Gender (Optional)</b> (Sexo) (Facultativo) <input type="checkbox"/> Male (Hombre) <input type="checkbox"/> Female (Mujer)	
<b>Date of Birth: month, day, year</b> (Fecha de Nacimiento): (el mes, el día, el año)	<b>City and County of Former Residence</b> (Condado y dirección de su residencia anterior)	<b>Social Security No. (Optional)</b> (Número de Seguro Social)(facultativo)		
<p><b>I understand that giving false information to procure a voter registration is perjury, and a crime under state and federal law.</b> (Entiendo que el hecho de proporcionar datos falsos a fin de obtener inscripción en el registro de votantes, constituye el delito de perjurio o declaración falsa y es una infracción sancionable por ley federal y estatal.)</p> <p><b>I affirm that I</b> (Declaro que soy)</p> <ul style="list-style-type: none"> <li>• <b>am a United States citizen;</b> (ciudadano/a de los Estados Unidos)</li> <li>• <b>am a resident of this county;</b> (residente del condado)</li> <li>• <b>have not been finally convicted of a felony or if a felon I am eligible for registration under section 13.001, Election Code; and</b> (que no he sido condenado/a en definitiva por un delito penal, o en caso de tal condena, que estoy habilitado/a para inscribirme, a tenor de lo dispuesto por la sección 13.001 del Código Electoral)</li> <li>• <b>have not been declared mentally incompetent by final judgment of a court of law.</b> (no se me ha declarado mentalmente incapacitado por orden judicial.)</li> </ul>		<b>TX Driver's License No. or Personal I.D. No. (Issued by TX Dept. of Public Safety) (Optional)</b> (Número de su licencia tejana de manejar o de su Cédula de Identidad expedida por el Departamento de Seguridad Publica de Tejas) (Facultativo)		
		<b>Telephone Number (Optional)</b> (Número telefónico) (Facultativo)		
		<p>_____/_____/_____ <b>Date</b> (fecha)</p>		
		<p><b>X</b> _____ <b>Signature of Applicant or Agent and Relationship to Applicant or Printed Name of Applicant if Signed by Witness and Date.</b> (Firma del/de la solicitante o de su apoderado/a. Si la firma es de un(a) testigo, escriba el nombre del/de la solicitante en letras de molde. Indicar la fecha.)</p>		

**PROJECT V.O.T.E.  
(Proyecto V.O.T.E.)  
Official Polling Place  
(Sitio De Votacion Oficial)**



**Students May Vote Here  
(Los Estudiantes Puede Votar Aqui)**

Combination Form for Project V.O.T.E.

Page    of

**Project V.O.T.E. Combination Form  
(Listas Combinadas de Proyecto: V.O.T.E.)**

Type of Election (Tipo de Eleccion)	Precinct Number (Numero de Precinto)
Date of Election (Fecha de la Eleccion)	Authority Conducting Election (Autoridad Administrando la Eleccion)

6-18

Number (Nombre)	Signature of Voter (Firma del Votante)	Number (Nombre)	Grade (Grado)	Name of School (Nombre de Escuela)	School District (Distrito Escuela)	Name of Voter (Poll List) (Nombre del Votante) (Lista de Votantes)	Number (Nombre)
15		15					15
14		14					14
13		13					13
12		12					12
11		11					11
10		10					10
9		9					9
8		8					8
7		7					7
6		6					6
5		5					5
4		4					4
3		3					3
2		2					2
1		1					1
Number (Nombre)	Sign Below (Firma Usada Abajo)	Number (Nombre)	Grade (Grado)	Name of School (Nombre de Escuela)	School District (Distrito Escuela)	Name of Voter (Poll List) (Nombre del Votante) (Lista de Votantes)	Number (Nombre)

**Attachment 7**



**Project V.O.T.E.  
(Proyecto V.O.T.E.)  
Official Ballot  
(Boleta Oficial)**

Instructions: Place a mark in the box beside the candidate or party that you wish to vote for. (Marque el cuadro al lado del candidato o partido para indicar la manera en que quiere votar.)

<b>Republicans Republicanos</b>	<b>Democrats Demócratas</b>
<input type="checkbox"/> <i>Straight Party Partido Completo</i>	<input type="checkbox"/> <i>Straight Party Partido Completo</i>
<b>U.S. President &amp; Vice President Presidente &amp; Vice-Presidente</b>	<b>U.S. President &amp; Vice President Presidente &amp; Vice-Presidente</b>
<input type="checkbox"/> <i>John Green Jane Brown</i>	<input type="checkbox"/> <i>Joe Jackson Paul Cortez</i>
<b>U.S. Senator Senador</b>	<b>U.S. Senator Senador</b>
<input type="checkbox"/> <i>Fred Smith</i>	<input type="checkbox"/> <i>Phillip Hutchinson</i>
<b>U.S. Representative, Dist. 39 Representante, Distrito 39</b>	<b>U.S. Representative, Dist. 39 Representante, Distrito 39</b>
<input type="checkbox"/> <i>Barbara Mendez</i>	<input type="checkbox"/> <i>Madeline Bailey</i>
<b>State Supreme Court, Place 2 Corte Suprema, Lugar 2</b>	<b>State Supreme Court, Place 2 Corte Suprema, Lugar 2</b>
<input type="checkbox"/> <i>Joan Baldwin</i>	<input type="checkbox"/> <i>Alec Harris</i>
<b>Railroad Commissioner Comisionado de Ferrocarriles</b>	<b>Railroad Commissioner Comisionado de Ferrocarriles</b>
<input type="checkbox"/> <i>Casey Jones</i>	<input type="checkbox"/> <i>Kevin Connor</i>

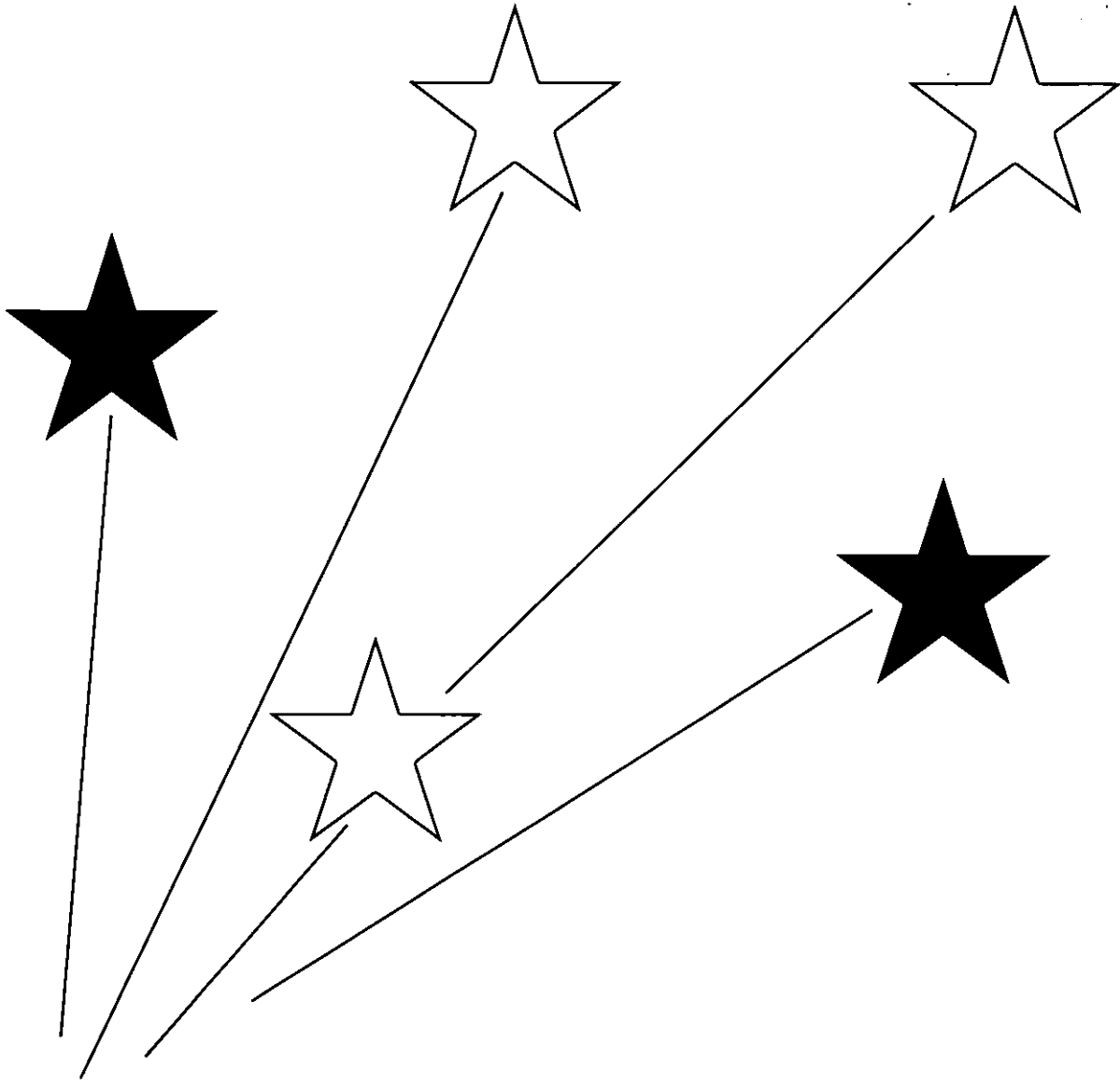
***Oath of Officers of the Election***

Below is a sample Oath of Office that can be administered to students working in an election. Prepare your own wording if you prefer.

***I do solemnly pledge that I will support the United States of America  
and the State of Texas and its laws  
and that I will do my best when I am an Officer of Election.***

---

***Signature***



**V** *Project*  
**VO**. **T**. **E**.

Voters of Tomorrow through Education

# The Perfect Election

## Major Idea

The criteria for fair elections are defined in the Constitution of the United States, laws of the United States and the fifty states, and the customs and traditions that have developed throughout our nation's history.

## Learning Objectives

Students will analyze the elements of a fair election.

## Social Studies Essential Elements

7B, 7D, 7E, 7F, 7G.

## Materials Needed

Open-ended statements

## Teaching Strategies

1. Have students complete the following open-ended statements in writing (**Handbook of Strategies, Strategy No. 18**). Then have them meet together in small groups to compare answers and develop a consensus on what makes a fair election. If desired, save the student responses to the open-ended statements. Have students reconsider their criteria for a fair election after the unit has been completed. If any of the positions changed, have them try to understand why the change occurred.
  1. In a fair election \_\_\_\_\_.
  2. The people who vote in a fair election \_\_\_\_\_.
  3. The people who are candidates in a fair election \_\_\_\_\_.
  4. The people who count votes in a fair election \_\_\_\_\_.
  5. The voter turnout in a fair election \_\_\_\_\_.
  6. In an unfair election \_\_\_\_\_.

# Voting During the Spanish Mission Period

## Major Idea

The values of a society, which differ from one culture to another, affect the legal system of that society. Those values help to determine how leaders are chosen and how rules and laws are established.

## Learning Objectives

Students will compare and contrast election procedures of Texas Indians, Spanish missionaries, and Texans today.

## Social Studies Essential Elements

1A, 1C, 6A, 6B, 7D, 7F, 7G, 9A.

## Materials Needed

Attachment 1: Law Comes to Texas  
Attachment 2: Missionary Election

## Teaching Strategies

1. Distribute "Law Comes to Texas" (**Attachment 1**). Ask students to discuss the way in which Texas Indians selected their leaders. Then, ask students to imagine how a Spanish missionary might want the Indians to think about elections and how the missionary might teach Indians to vote in a formal election. Have students compare this imagined process with mock elections in which they have taken part themselves.
2. Have students research leadership roles, governing rules, decision making, and participatory processes utilized by the Caddo and the Comanche tribes. Students will complete charts which differentiate among political systems of these tribes. Information to be completed by the students includes: who is allowed to participate in government, who makes the laws, what determines the tribe's laws, what does the tribe value, and how one becomes a leader.

3. Students will then select the tribe whose political system they personally evaluate as most appealing and effective. Students will be prepared to justify their choices.
4. Lead class in a discussion about "The Missing Horse." Cover basic vocabulary and comprehension questions with students:
  - a. *What did the group of feathers indicate?*
  - b. *Would this type of rule or symbol work in our society today?*
  - c. *What is the relationship between the Comanches' belief that horses are treated like humans and sharing is good?*
5. Lead class in a discussion about "Judgment by the Sun." Cover basic vocabulary and comprehension questions with students:
  - a. *Why were the young braves satisfied after the old man swore an oath on the sun?*
  - b. *Would this type of justice work in our society today?*
  - c. *By taking an oath on the sun, what was the old man doing or saying?*
6. Lead class in a discussion about "The Slain Horse." Cover basic vocabulary and comprehension questions with students:
  - a. *Discuss the importance of bravery and horses to the Comanche tribe.*
  - b. *Do you think White Feather retaliated?*
  - c. *Would this type of justice work in our society today?*
7. Lead class in a discussion about "A Case of Murder." Cover basic vocabulary and comprehension questions with students:
  - a. *Do you think Little Brother's friends were charged with the murder of Bluefoot?*
  - b. *Was justice served?*
  - c. *Would this type of justice work in our society today?*
8. As a writing project, have students select one story, *Missing Horse*, *Judgment by the Sun*, *The Slain Horse*, or *A Case of Murder*. Students will report their story in a newspaper format, giving facts and telling results.
9. Distribute "Missionary Election" (**Attachment 2**). Read the selection aloud or have students read the materials silently. Cover basic vocabulary and comprehension questions with students:
  - a. *What were the responsibilities of the alcalde and governor in the mission?*
  - b. *Why would the missionary have supervised the election?*
  - c. *If you had been an Indian voting in such an election, how might you have chosen your candidate?*

- d. *Who normally voted in this type of election?*
- e. *When did women vote?*
- f. *What is plurality?*
- g. *Who helped these officials govern?*

10. Debrief by having students consider how such an election differed from elections held in modern times, how such a system was strong and weak, and how this system compared to their idea of a fair election.

### **Evaluation**

Evaluate students' oral and/or written responses to questions.

## ***Law Comes to Texas*** ***Beginning of Law in Texas***

Laws are rules which regulate behavior within a group of people who live together. The group may be as small as a family or as large as a nation. These rules settle disputes and help the people live together peacefully.

There is no pattern for human behavior. What is acceptable to one group might be totally unacceptable to another. Since there is this wide difference in human behavior, the forms of law and social control vary in different communities.

Though there are these differences in behavior, anthropologists (scientists who study human evolution) have found many likenesses. They say that all people have certain basic needs and that people find ways to meet these needs. They also found that all groups have a system of law and ways of enforcing it. This legal system is related to the ways the group meets its needs and what it values. Values are those principles or qualities that are considered good or bad, and important or unimportant by the members of the group.

Laws are not always written down. They may be simply understood. When a group member acts in a way which violates the rules of the group, that member is punished by a person or a group of people given this right and power. In this way the group is more stable because everyone knows what is expected and what can or cannot be done.

Law came to America long before Europeans discovered the New World. When people walked across the land bridge which once connected Asia and North America, they brought with them a culture (ways of living) which included a system for regulating behavior within their group.

Perhaps these first settlers had the same ways of living and the same laws. But as some groups migrated to new regions, their ways of life changed to meet the needs of their new environment. This movement resulted in cultures that were still alike in some basic ways but very different in other ways. For example, the Caddo Indians and the Comanche Indians both lived in Texas. Still, each tribe had its own language, values, laws, and ways of meeting its needs.



## ***Laws and Government Among the Caddoes***

When the Caddoes first appeared in Texas, there were more than two dozen tribes. These tribes were loosely united. Each tribe belonged to one of three confederacies (united groups).

Each tribe had a system of offices with specific duties. At the head of each confederacy was a chief. He was called the Xinesi (chinse). Usually this office was inherited; that is, it was passed from father to son. If the leader did not have a son, the office usually went to the leader's brother. Under this chief were tribal chiefs. Their positions were also inherited. Under the tribal chiefs was another group of lesser chiefs.

Two other groups carried out the orders of the higher chiefs. One of the groups had duties similar to sheriffs. They sometimes whipped lazy members of the tribe.

Sometimes women had great power among the Caddoes. Some explorers found women who were called "great lady" or "queen." These women had fine houses and many servants. The mother and sisters of future chiefs were powerful people and honored by the tribe.

The Caddo form of government could be called a theocracy, a society where the religious leaders and the government leaders are the same people. England had this kind of government when the first English colonies were established in America. Some of the early colonies also had theocratic governments. This was true, for example, of the Puritans who settled in Massachusetts. Among the Caddo confederacies, the Xinesi was the religious leader, as well as the chief. This gave the chief great power over the lives of the tribe members.

In each confederacy there was a temple. The temple was the center of religious life. It was larger than ordinary houses. It was also well furnished. In the center of the building, a fire burned at all times.

Near the temple were two small houses. These houses belonged to two little boys. These little boys spoke with the Xinesi only. They spoke for him to the supreme God. The Xinesi would then tell the people what God wanted them to do. Usually this was to bring him more food.

Of course, the little boys were not real, but the people did not know this. The Xinesi disguised his voice and spoke like a child. The people thought the little boys were talking. So you see, the Xinesi used his power as a religious leader to control the behavior of the members of the tribe.

The Caddo culture was not based on warfare like the Comanche culture. However, the Caddoes were organized so they could defend themselves against enemies. There was limited fighting among members of the confederacy. However, as more tribes came into their land, warfare became more important. There were two usual reasons for war: revenge for killing a relative and personal glory. Warriors

were an honored group even though war was not the center of the Caddo culture.

The Caddo's idea of warfare was very different from the Comanche's. It was not necessary to die a hero's death. Sometimes it was considered braver to run away rather than to be killed. The family was very important in the Caddo tribes. Many of the duties we associate with government institutions were carried on by these kinship groups. In other words, the family regulated much of their behavior. They also worked together for the good of the group. The Caddoes were the only Texas tribe to be so highly organized. They probably reached the highest level of development of the early Texas tribes.

### ***Law and Government Among the Comanches***

The Comanches were late to arrive in Texas. They were formerly very poor Indians, barely able to exist on roots, berries and a little game. They were probably the first Indians to get horses, and they became a powerful group.

Even though the Comanches became a large band after they had horses, they never organized a tribal government. The Comanches placed high value on three things and organized their way of life around them. One was the individual freedom of the male member of the tribe. Another was the horse which was necessary to their way of life. Without horses they could not keep control of the bison (buffalo) lands. Ownership of horses meant wealth and honor in the tribe. The third value was war. It was essential to their survival, and the warrior was the most honored in the tribe.

There were a few simple and basic principles that governed the Comanches' behavior.

1. *The individual is supreme in all things.*
2. *The male tries to gain war honor and horses.*
3. *The strongest social tie is brother to brother.*
4. *War is good for the tribe and gives men a chance to show bravery.*
5. *The Great Spirits (sun and earth) have powers of judgment. They judge and execute persons who do wrong.*
6. *Each Comanche ought to help other Comanches.*
7. *Sharing is good.*
8. *Killing a fellow tribesman is not acceptable and violators may be punished by the murdered man's kin.*
9. *Horses, especially a favorite one, have semi-human personalities. Therefore, they are treated like humans.*
10. *Men are superior to women.*

These basic beliefs were in keeping with the Comanche way of life after they discovered horses. Before the Comanches had horses, the peace chiefs had a great deal of power. They were the head of each family and were highly respected.

After they found horses, the war chiefs became very powerful. As the most honored members of the tribe, they were respected and followed by other members of the group. Any main chief could call a meeting of his own band, or several bands might join together. There was not a tribal council. Any decision made by the group could be ignored by any or all of the tribe. If the chief decided to move camp, others could move or stay. As long as the chief was a powerful warrior, he was usually able to get others to follow him. When they no longer followed, he knew he had lost his power.

The Comanches were a wild, undisciplined group. Still, they had laws to settle disputes which arose among members of the tribe. Look at the following case studies of the Comanches. See if you can see a relationship between their basic principles or values and the ways they settled disputes.

### ***The Missing Horse***

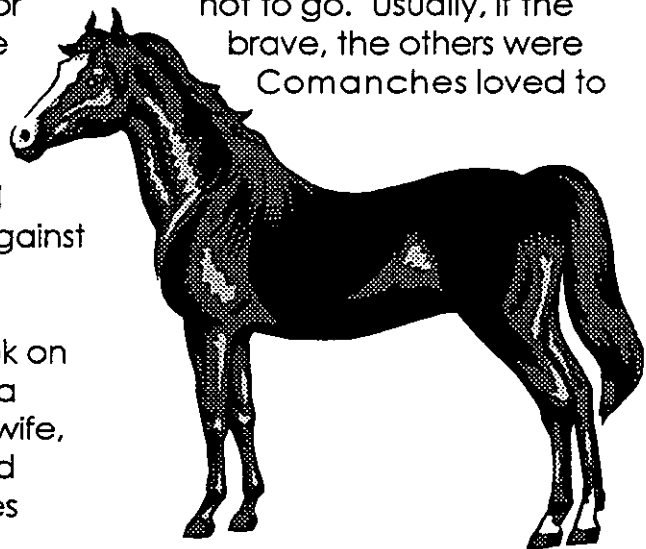
Swift Eagle came out of his tepee and looked at the sky. It was a clear, bright day, just as he had asked the Spirits. This was a good sign; it meant that his medicine was still strong. It also was a good omen for the success of the raid.

It was a custom among the Comanches that anyone could lead a war party. Each brave could choose whether or not to go. Usually, if the organizer of the raid was thought to be brave, the others were glad to follow him because the Comanches loved to fight.

anyone could lead a war party. Each brave could choose whether or not to go. Usually, if the organizer of the raid was thought to be brave, the others were glad to follow him because the Comanches loved to fight.

Today, most of the braves in the tribe had agreed to follow Swift Eagle into battle against the Cheyenne in the north.

He thought of how splendid he would look on his beautiful war horse, a stallion taken in a previous raid. He told Running Water, his wife, to prepare food for his journey and started walking toward the place where his horses were kept.



As he approached the spot, he was surprised to see that his favorite horse was gone. He found only a group of feathers that he recognized as the sign of his friend, Sleeping Bear. This meant that Sleeping Bear had borrowed the horse. Swift Eagle knew that Sleeping Bear must have needed the horse or he would not have taken it. He chose another horse to ride that day.

### ***Judgment by the Sun***

Santana called a group of his fellow warriors together. He was worried and wanted their help. If things didn't change, he was planning to kill an old man of the tribe.

The young brave told this story. The old man had been acting strange lately. Santana had twice found the old man in his tepee, and each time he had found a medicine pouch. After the first visit, his son was sick. Now, after the second visit, his other son was sick. The medicine man had not been able to cure him. He too would probably die.

The group of men went to see the old man. They accused him of magic and demanded that he remove the curse from the boys. They made him swear an oath on the sun that he was not the cause of the boy's illness.

The old man said he was not to blame. He would take the vow. All of the braves watched as the old man swore his innocence, calling on the sun to kill him if he lied.

The young braves went away, satisfied that justice would be done.

### ***The Slain Horse***

White Feather mounted Fleet Foot, his favorite horse and proudest possession. When he felt troubled, he would often ride this magnificent stallion across the plains. He talked to him as he would a brother, for the Comanches believed horses to have human qualities.

Today the Comanche camp was a flurry of activity. Grey Eagle had organized a raid on a nearby enemy tribe. Mounted on Fleet Foot, White Feather joined the party.

The war party was gone for three days and returned to their camp in triumph. The raid had been a great success. Many new horses had been taken; many enemies killed.

However, the anger on Grey Eagle's face showed that all was not well. In the course of the fighting, he and White Feather had both claimed that they had killed one of the enemy. Since Grey Eagle was the leader and had to be generous, he had allowed White Feather to claim the victory. He still resented the loss. Honor in the Comanche tribe depended on bravery in battle.

Two days later White Feather went to find Fleet Foot. He was nowhere to be seen. He began to search the plains. A short distance from camp, White Feather found Fleet Foot dead! Grey Eagle had sought his revenge.

White Feather accused Grey Eagle of this crime and claimed he would die.

### **A Case of Murder**

Little Brother and Bluefoot were out on the warpath when a dispute arose between them. They decided to stop quarreling until they were back in safer territory. When the warriors were out of danger, Little Brother went with two friends to settle the dispute with Bluefoot.

The two friends were speaking and everything was going smoothly when Little Brother became impatient with the talk. He shouted, "That's no way to talk! Why don't you kill him?"

This made Bluefoot so angry that he jumped up and stabbed Little Brother until he was dead. At that, the two friends of Little Brother killed Bluefoot and went away.

***Missionary Election***

An effort has been made to instruct the Indians in civil and political life; and in accord with the purpose of the laws of the kingdom, the custom of electing annually two justices, who are called governor and alcalde, has been introduced. This is done in the presence of the missionary, and thus there have been Indian governors in the towns. If the pueblos are lacking in men, married couples vote. The voting is done by secret ballot; and those who are elected by a plurality vote have their names submitted to the governor of the Province, who confirms them by a written order [auto incriptis]. During that year these men govern the town according to the established customs of most of the towns in the Province, under the direction and with the advice of the missionary.

# Sam Houston and the Secession

## Major Idea

The Civil War created a divided country in which brother fought against brother. Many people faced difficult decisions about which side to support, including the Governor of Texas, Sam Houston.

## Learning Objectives

Students will:

1. apply the decision-making process to a historical situation in Texas history
2. analyze the reasons for and consequences of Sam Houston's vote on secession

## Social Studies Essential Elements

2G, 2H, 3A, 7D, 7G, 9A, 9G.

## Materials Needed

Attachment 3: Sam Houston's Dilemma

Attachment 4: Decision Tree

Attachment 5: My Master: The Inside Story of Sam Houston and His Times

## Vocabulary

secession

## Teaching Strategies

1. Use the decision tree to analyze the dilemma Sam Houston faced about the secession of Texas from the Union (**Handbook of Strategies, Strategy No. 28**). Have students read "Sam Houston's Dilemma" (**Attachment 3**); then fill out a decision tree in which they decide how they would have acted had they been Governor Houston (**Attachment 4**). Have students indicate the values that helped them make their final decision.

2. Debrief the decision tree by having students analyze the way that Sam Houston handled the situation in real life. Have students read the account of Houston's action by his slave, Jeff Hamilton (**Attachment 5**). Have them consider whether the values and reasons that guided their own thinking were the same as the ones that apparently influenced Houston. Conclude by discussing the importance of this one vote on Houston's political career.

### **Evaluation**

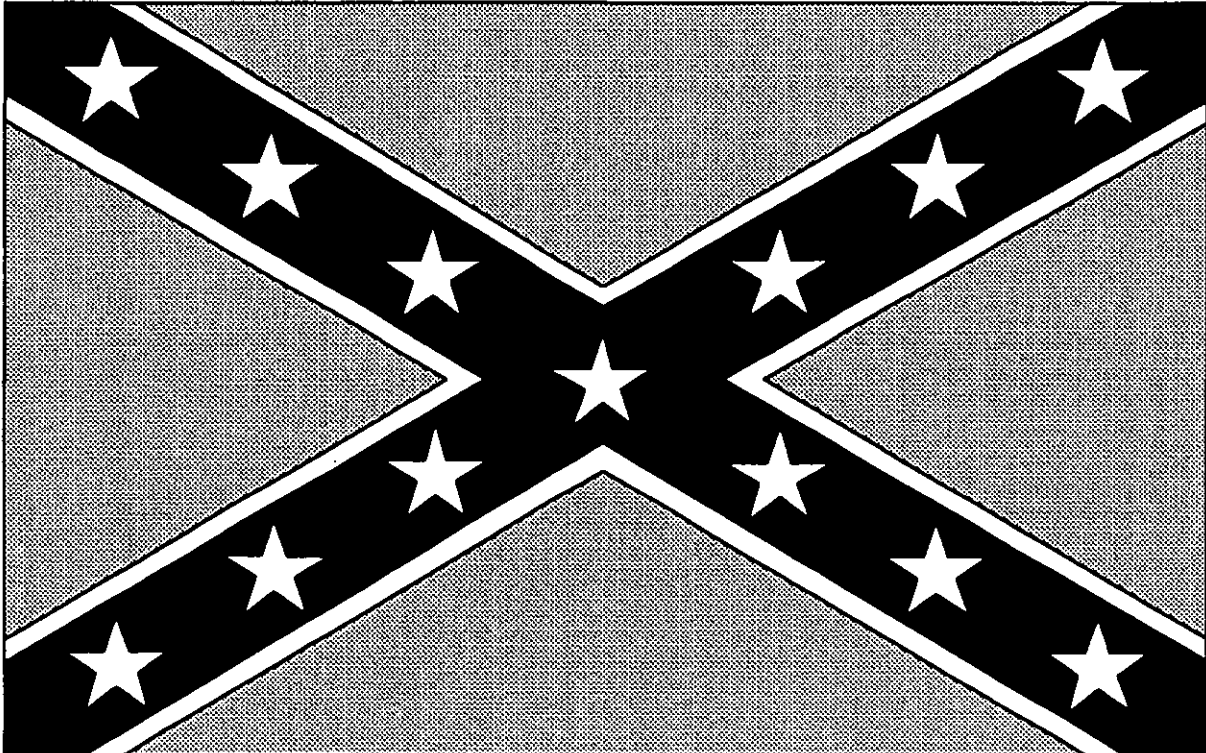
Evaluate students' decision trees.



**Attachment 3*****Sam Houston's Dilemma***

You are the governor of the state of Texas in 1861. Your name is Sam Houston and you are almost 68 years old. You have served Texas through much of its young history. You served with bravery and distinction as commander-in-chief of the armed forces during the Texas Revolution. Although many of your fine military strategies were designed to reduce the loss of life, you also know war and the death and destruction it can cause. You have served Texas as a twice elected president of the Republic. During that time, you pursued a policy of peace towards the Indians, believing that it was the right course for Texas, as well as the least costly in human life. You were in favor of annexation and worked hard to help Texas be made a state of the United States. As governor, you are a member of a minority of Texans who do not favor secession. Your fellow Texans voted in February 1861; 46,129 for secession and 14,679 against secession from the Union. You believe that, although secession is popular, it is wrong to tear the Union apart in war. You do not want Texas to become a part of the Confederacy.

On March 5, Texas officially joined the Confederate nation. Today is March 16, 1861, the day set aside for all state officials to swear an oath of allegiance to the Confederacy. The Secretary of the State Convention on Secession is calling the roll of state officials to come forward and be sworn in. Your name is the first to be called. What do you do?



**Sam Houston's Decision Tree**

**Decision**

A	B	C
<b>Positive</b> 1. 2. 3.	<b>Positive</b> 1. 2. 3.	<b>Positive</b> 1. 2. 3.
<b>Consequences</b>		
<b>Negative</b> 1. 2. 3.	<b>Negative</b> 1. 2. 3.	<b>Negative</b> 1. 2. 3.

A    B    C

**Occasion for Decision**

(Write 2-3 alternatives in the trunk of the tree.)

The decision tree device was developed by Roger LaRaus and Richard C. Remy. Used with their permission.

*My Master: The Inside Story of Sam Houston and His Times*

At last, the day came upon which Mr. Lincoln was elected our president.

For some months I had noticed that my master was aging fast. At times he would walk with a crutch, and used his cane all the time now. But his eyes were clear, and his mind as keen and sharp as ever. He was almost sixty-eight early in 1860. His old wounds, which I had dressed hundreds of times, were paining him more than usual, especially during the cold, damp winter months.

Early on the morning of election day, I drove my master down to the polls. I sat in the buggy in front of the Calhoun House, where the election was being held. It was raining like everything. Before the General went in to put his ballot in the box, he stood awhile under the balcony of the hotel and talked to some friends. I was not over two or three feet from them, and in spite of the rain could hear everything they said.

I heard the General say that slavery was a damnable thing at best, and that he didn't believe in human slavery nor in secession or disunion either. He said he hoped God in some way might perform a miracle as of old and save the country from destruction. There was the greatest excitement ever seen in this country over the election for president. The General went in to vote and within less than five minutes he came out and ordered me to drive him to his office in the State Capitol.

When we got to his office, Mr. Penland, the General's secretary, asked him if he had voted yet. When the General told him he had just voted, I could tell from the way Mr. Penland talked and acted that he was dying from curiosity to know exactly how the General had voted. Anyhow, it was not long until the secretary could stand it no longer, and simply had to ask the General how he voted.

I could see that my master did not like the question, as he looked at Mr. Penland in a kind of strange, dignified sort of way. But before he could answer one way or the other Major Cave, the Secretary of State, rushed into the office and handed me some papers to take to town. I had to leave the office with my own curiosity unsatisfied, and was afraid when I got back to ask either the General or his secretary anything about it. I believe until this day that the General did not tell anyone how he voted. He made speeches for Senator Bell, but said in some of them that he didn't believe Senator Bell had a ghost of a chance. I have always thought that the General had reasoned it out that he ought not to throw his vote away on a losing horse like Senator Bell, and may have voted for Mr. Lincoln, believing that he would do more than anybody else to keep the Union together, but outside of that point, the General did not agree with Mr. Lincoln on many other questions.

It was on January 28 that the State Convention of Secession met at Austin, in the capitol building. They drew up an ordinance of secession without wasting any time, and set February 1 as the date for the delegates to vote on it. Just before twelve o'clock noon that day, the Convention decided to ask the General to appear before it. They knew that nearly every one of the delegates was for secession and that the General couldn't change a single vote at that late date. But they wanted to show him a courtesy on account of his long fight for Texas independence and annexation and all he had done for the State.

A committee of six members was appointed to ask my master to appear before them. The only two men I knew on the committee were Mr. William Montgomery, a Baptist preacher, and Colonel William P. Rogers, who was a distant cousin of the General and who had fought with him in the Creek Wars under General Jackson.

The General accepted the invitation, and I hurried to bring him his coat and hat, also giving him his comb and brush to tidy up his hair. But he did not wear his hat. I followed my master and the committee up the stairs, but they hurried into the House of Representatives, and someone slammed the door in my face. But I had made up my mind nothing would keep me from the room. I ran up the stairway that opened into the balcony, and managed to get in without anyone seeing me. I crawled behind one of the posts where I could see and hear everything but where I could not be seen from the floor of the house. There were many of my master's close personal and former political friends there who were members of the convention and who had joined the secession movement.

The General was given the seat of honor beside Judge Oran M. Roberts, who was called the Old Alcalde and who was then chief justice of the supreme court.

My master rose to speak. You could have heard a pin drop. I can remember only a few of the things he said, but I best remember how he said them and how he acted. He began by saying:

"All of you know that I am opposed to secession, and all of you know my convictions on the subject. I have taken an oath to support the Constitution of the United States and its flag and the Constitution of Texas and its flag. I almost died fighting for that flag, and I almost died fighting for the Texas flag. I have served Texas under both of those flags for a long time. Gentlemen, you cannot forget those two flags--you cannot withdraw from the Union."

"The country is just now in a state of prosperity. To secede from the Union and set up another government would cause war. I advise you to remain in the Union. For, if you go to war with the United States, you will never conquer her, as she has the money and the men. If she does not whip you by guns, powder, and steel, she will starve you to death. Now, if you go to war, it will take the flower of the country--the young men. I know what war is. I have been in it often and do not want any more of it. War is no plaything and this war will be a bloody war. There will be thousands and thousands who march away from our homes never to come back. There will be numberless mothers and children and widows and orphans. I advise you to settle this matter peaceably. Where there is union there is strength, and if you break the Union you will wreck the whole fabric of the Constitution. No, I will never agree to sign Texas away as a seceding state."

At this point in his speech, my master's voice choked with emotion, and tears--the biggest tears I ever saw in my life--rolled down his cheeks.

"I will show you the wounds I received in fighting for Texas and the Union you would destroy," added my master. And then my master placed his hand on his right thigh. "I will take the wound to my grave. It has never healed. This arm and shoulder were shattered by Indian rifle balls. My ankle was broken to pieces at San Jacinto," he concluded and limped to his seat.

There was a deep silence, when Colonel Rogers rose and asked the General:

"Well, Sam, do you believe that your wife and daughter ought to scrub their clothes at a wash-tub and cook meals in pots over a hot fire? Before I would suffer my wife and daughter to cook and scrub, I'll wade in blood up to my neck!"

My master answered that washing and scrubbing were honorable and that no white women had ever died from honorable work.

Then, Mr. Montgomery got up and raised a secession flag over the General's head, and asked him if he would rather give up the governor's office or join the secession plan.

My master answered:

"The reason I wanted to be governor of this state was to help it on its feet, and now everybody seems to be getting along nicely. I am not particular about the office. I have a home and livestock and can live without the office. I feel that the government has been paying me for past services in her hour of need rather than the present services. No, I will never give up the Constitution or the Union."

The convention then voted to adopt the Ordinance of secession, which carried by a vote of 174 to 7 votes. The ordinance was then submitted to a vote of the people. The election was held on February 23, 1861, and the vote was 46,129 for secession to 14,697 against secession. March 5 was the day fixed for Texas to join the Confederate nation, and March 16 the time for state officials to take the oath of office.

On the latter date, the secretary of the convention began to call the roll of state officials, so that each one of them might take the oath of allegiance which the convention had prescribed. The first name called was of "Sam Houston." The General had stayed away on purpose, and after his name was called several times, his office was declared vacant, and Mr. Edward Clark, the lieutenant governor, was sworn in as governor. The only other state officer who refused to take the oath was Major E. W. Cave of Houston, the General's secretary of state. My master had ended his long public career.

Between the time the first and second secession conventions met, my master made a trip to a number of the larger towns and cities in the state in a final effort to stop the secessionists. They could not stop my master from speaking at any place, although other Union speakers were driven out of town when they tried to talk. Uncle Joshua did a great deal of the driving that winter and spring.

As we came in sight of Belton (the very town where I now live!), a man riding a winded horse overtook us, waving something in his hand and shouting at the top of his voice.

As he reached the side of the buggy, he stopped and handed the General a big letter, sealed with wax.

My master got out his spectacles and opened and read the letter. With a very serious look on his face, he said sharply:

"Jeff, turn around; we must hurry back to Austin at once!"

When we got to Austin late that evening, he sent me with a message to four of his most trusted friends, having me tell them to meet him right away in the governor's office.

All of these four friends were true Unionmen. I built a roaring log-fire in the fireplace, and brought in a bucket of fresh water from the well just outside the capitol.

Without stopping to explain why he wanted to see them, my master read the letter aloud to them, and then passed it over to them, so each one could read it himself.

I heard every word of the letter the General read. It was from Abraham Lincoln, and it said that he would be president in about two weeks. He offered to make the General a major-general in the United States Army, and also to send to the Texas coast a fleet with fifty thousand Federal soldiers, so that my master might put down secession in Texas.

My master then let a vote of his friends decide just what he should do about the matter. One of his advisers voted to accept the offer, but three of them voted against the proposition. The reason these three men voted against the idea, they said, was because over two-thirds of the voters of Texas had just voted for secession, and they didn't believe that even an army of half a million men could change the opinion of the Texas people, and that kind of invasion would end with much needless slaughter. They also said that up to that time the state had not seceded from the Union in an official way.

The General took the letter, and went over to the fireplace. Throwing it into the blaze, he said:

"Gentlemen, I have asked your advice, and I will take it, but if I were ten years younger I wouldn't."

The General then had me take him down to Cedar Point, his summer home on Trinity Bay across from Galveston. I remember hearing him say he had bought the place back in 1837 for \$8,500. After looking after some business there, he had Captain Palmer, who ran my master's sailboat, load the boat with salt and potatoes, and sailed to Galveston.

The General had some posters printed and tacked on trees and buildings all over the town, which announced that he would speak there the next day. The secessionists tore down the posters, and threatened to hang the General if he tried to speak in Galveston. His friends came to him and begged him not to speak on account of the high feeling. But the General had made up his mind to speak, and I knew that no one could stop him. He went to the manager of the Tremont Hotel and paid him the money out of his own pocket for the right to speak on the balcony the following day.

It looked like there would be a riot when my master came out on the balcony and began his talk. But the crowd quieted down when they saw General X. B. DeBray, a Frenchman, who was a close personal friend of the General, surround the big crowd with a regiment of Confederate volunteers, and let it be known to everybody that if any man dared to touch my master, he would shoot him down. General DeBray also told them that while he was in favor of secession himself, he believed in fair play for both sides.

My master certainly was in fine speaking form that morning. He got a chance several times to take advantage of something that happened while he was speaking and turn it into the strongest kind of argument against what he called the folly of secession. A horse got frightened while he was talking, and kicked himself out of his harness and almost wrecked the buggy. The General stopped a minute, and quietly said:

"Let old Dobbin alone: he is trying a little practical secession!"

About that time, the horse got tangled up in the bridle lines and stumbled to the ground. His owner began to beat him with his whip. As the horse finally got to his feet, and the teamster started to put the broken harness on him and hitch him to the buggy again, the General said:

"See how it works? You can see in what a fix he was brought back into the Union!"

The crowd couldn't help but roar with applause and laughter.

Having given up the office of governor of Texas rather than to take an oath against his conscience, the General got ready to leave Austin. Within a few days, Uncle Joshua started several wagons ahead, loaded with household goods, including barrels of glassware and ornaments, and several boxes of books and papers which the General always carried with him from place to place.

Then, Tom Blue drove the great yellow coach and its four horses up to the entrance of the governor's mansion. Soon, it was on its way with Mrs. Houston, the children and the colored maids. The rest of the Negroes followed in a wagon.

My master and his wife planned to visit his mother at Independence before going to Huntsville. I waited with the top buggy for the General, who was seeing some friends in the business part of town before leaving. When he came, we found a large amount of papers and other things which had been overlooked, and crammed them in the buggy and headed east.

Nobody will ever know how bad I felt about my master losing his office as governor. I felt that all of us were disgraced by the way the secessionists had practically thrown him out of the capitol. The only consolation I had was that I knew only once before (in his race for governor in 1857) had he lost a battle in war or politics.

I felt like the end of the world had come, but my spirits began to revive when I saw the grand way my master was hiding the grief I knew he must be suffering every time he thought about his own Texas leaving the Union and his fear that the Union would be wrecked. I was old enough now to have a pretty good idea of what was causing the war which everybody knew would start any time. I could also have some idea of the terrible suffering that would come with it.

## Reading Graphs

### Major Idea

Important information of all kinds, but especially election results, is presented in graphic form. In order to make use of such information, responsible citizens must be able to extract and interpret data from graphs and other visual materials.

### Learning Objectives

Students will interpret and analyze information from graphs.

### Social Studies Essential Elements

7F, 9B.

### Materials Needed

Attachment 6: Elections of Texas Governors, 1845-1857  
Attachment 7: General Election, 1988  
Attachment 8: Lottery Voting, 1991

### Teaching Strategies

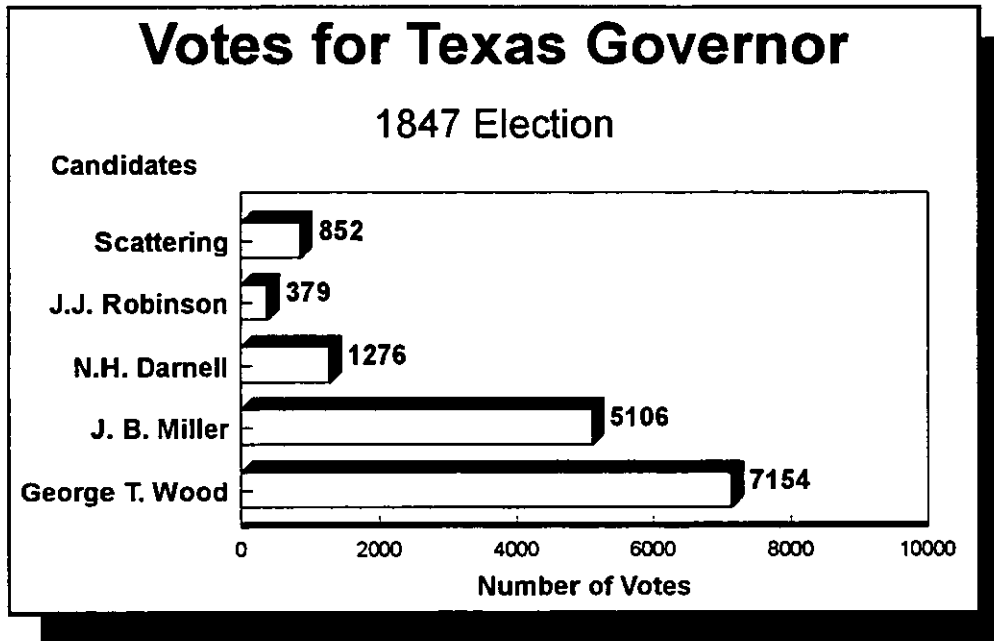
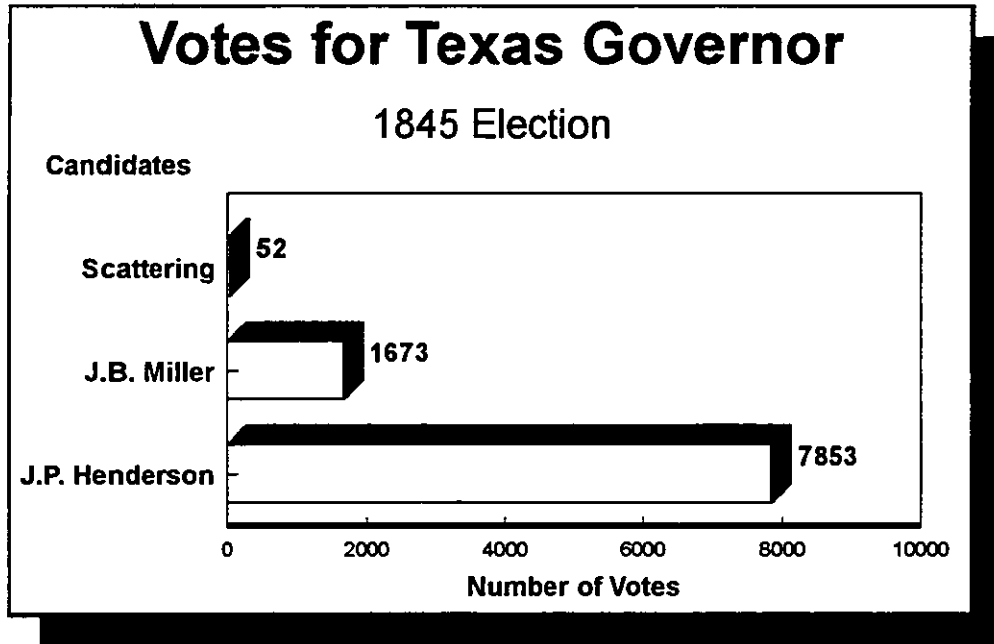
1. Give students copies of the graphs to analyze and show a copy of that graph on the overhead. Go over the various parts of the graph: title, vertical axis, horizontal axis, color and shading codes.
2. Have students answer a variety of comprehension and analysis level questions based on the information in the graphs (**Attachments 6-8**).

### Evaluation

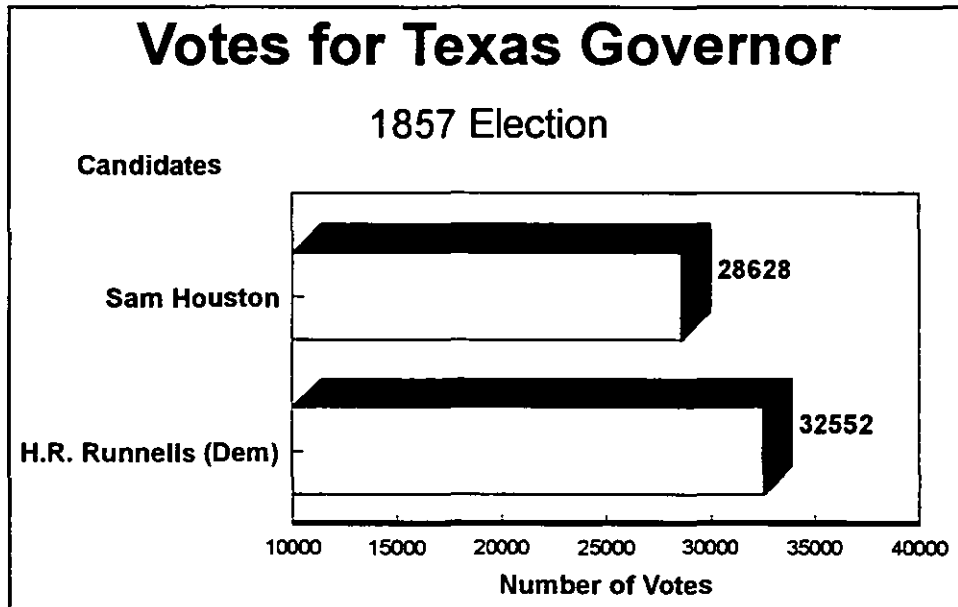
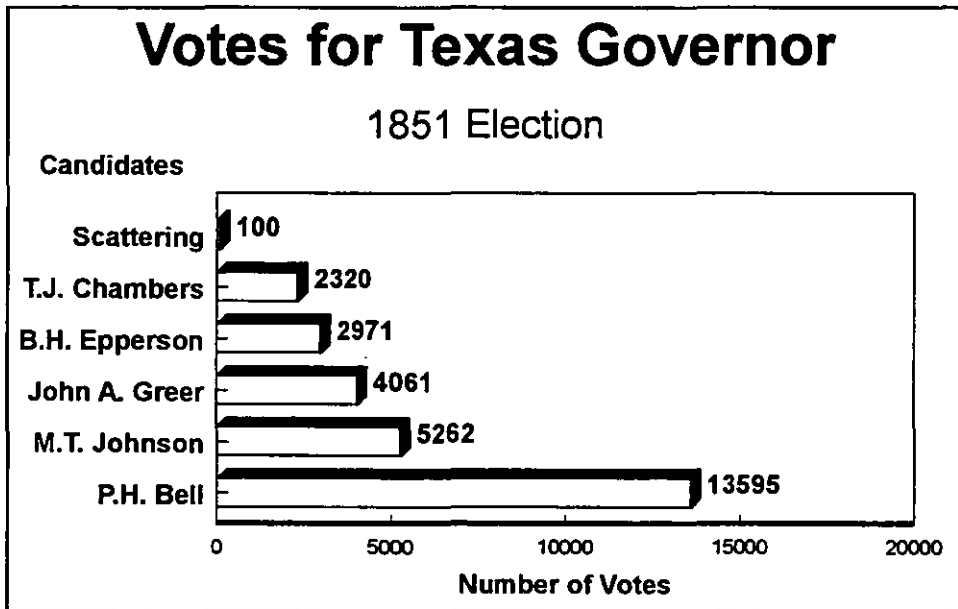
Evaluate student answers to the questions.



## Elections of Texas Governors 1845-1857



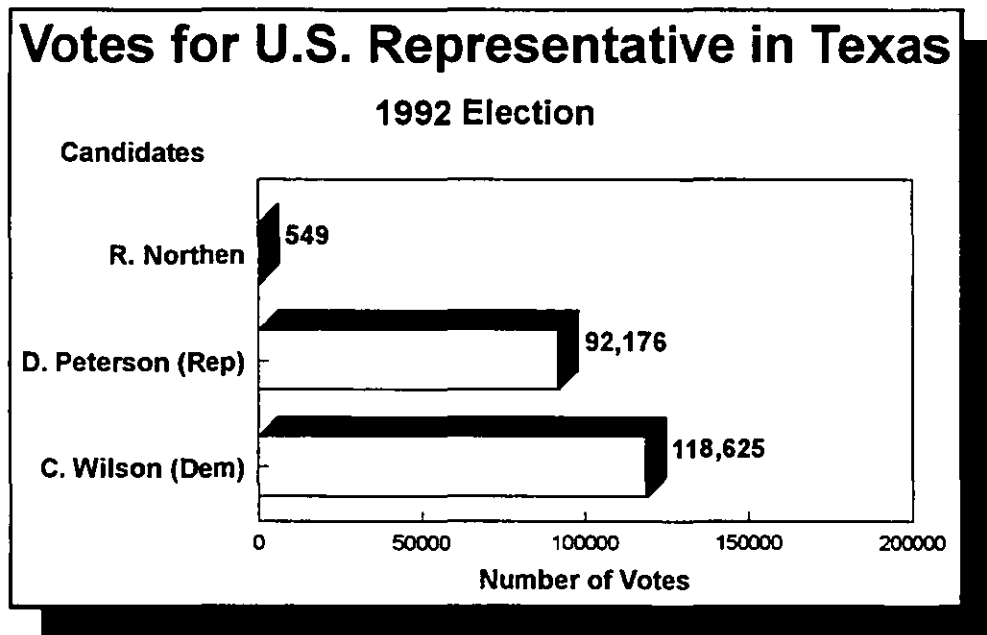
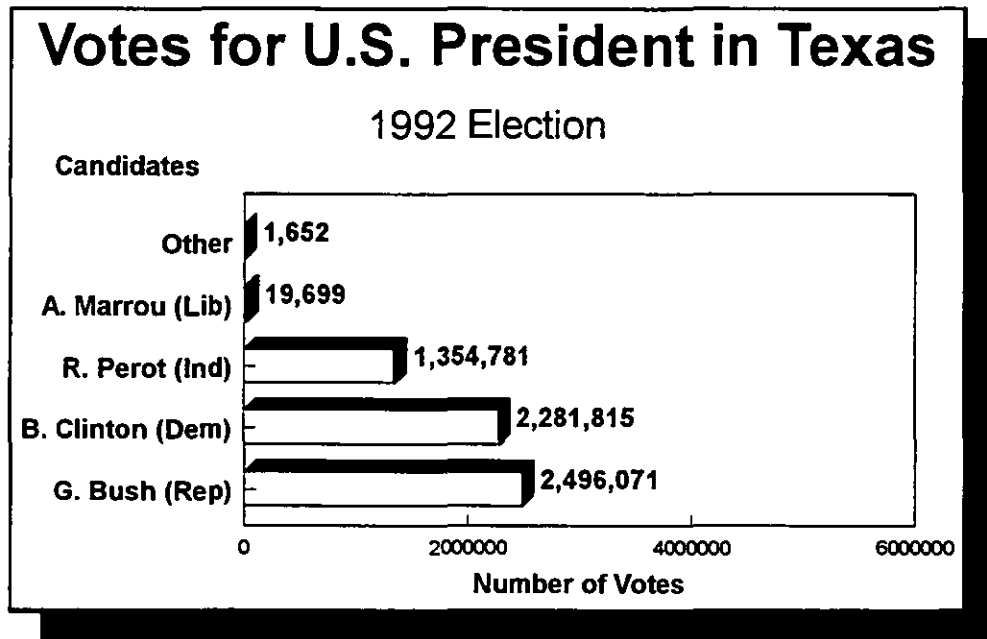
## Elections of Texas Governors 1845-1857



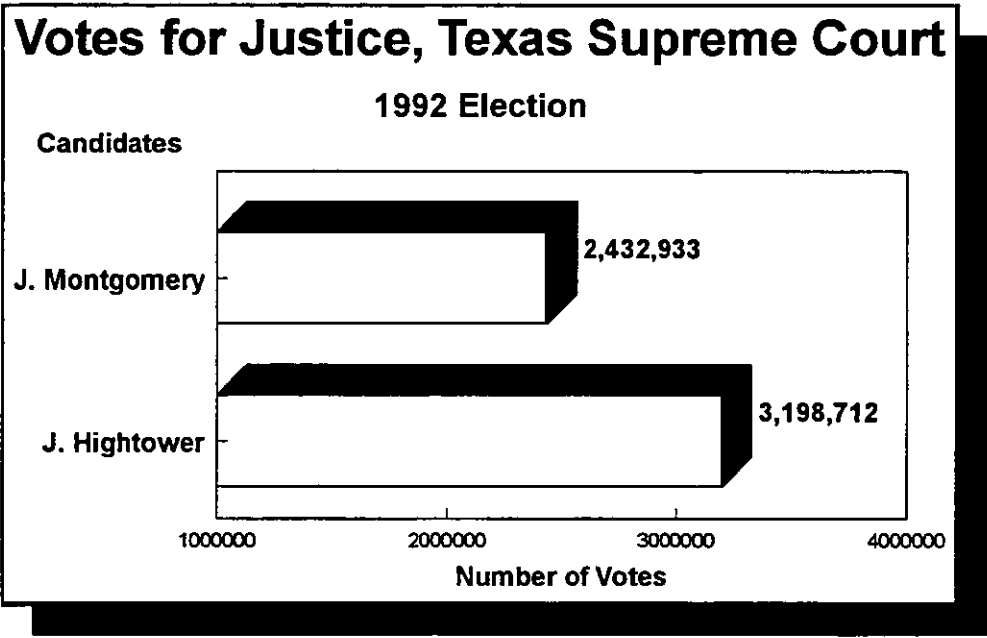
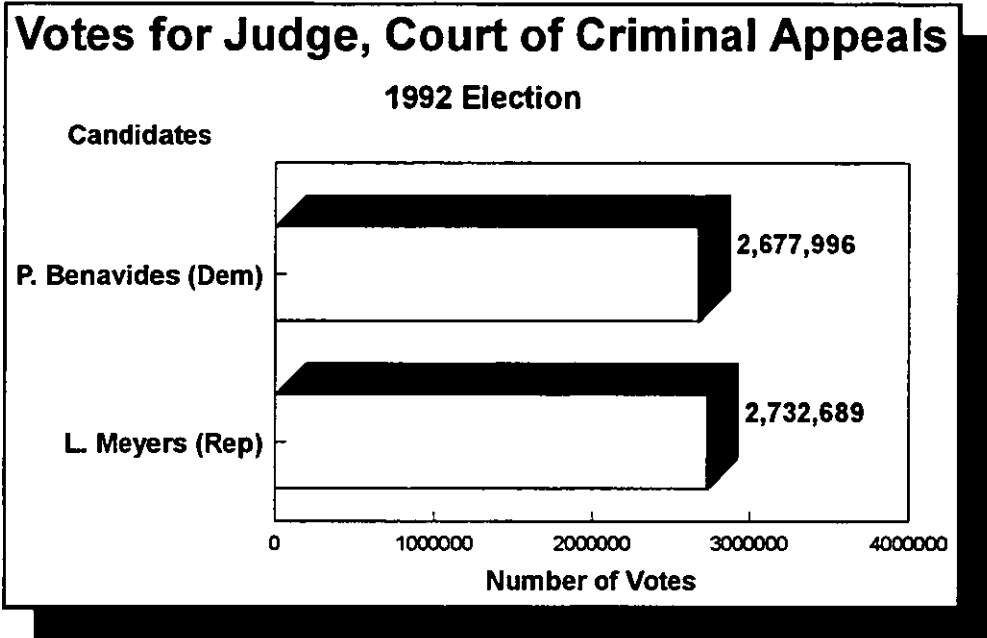
***Elections of Texas Governors, 1845-1857***

1. How many Texans voted in 1845?
2. Which candidate for governor in 1845 received the most votes?
3. What do you think "scattering" means?
4. Did either of the candidates in 1845 run again in 1847? If so, which one?
5. In the 1851 election, how many Texans voted?
6. How many more people voted in 1851, than in 1845?
7. What factors do you think caused this increase in voting?
8. In which election did candidates start affiliating with a political party?
9. In which year did Sam Houston first run as governor?
10. Who won the election in 1857?

# General Election, 1992



# General Election, 1992

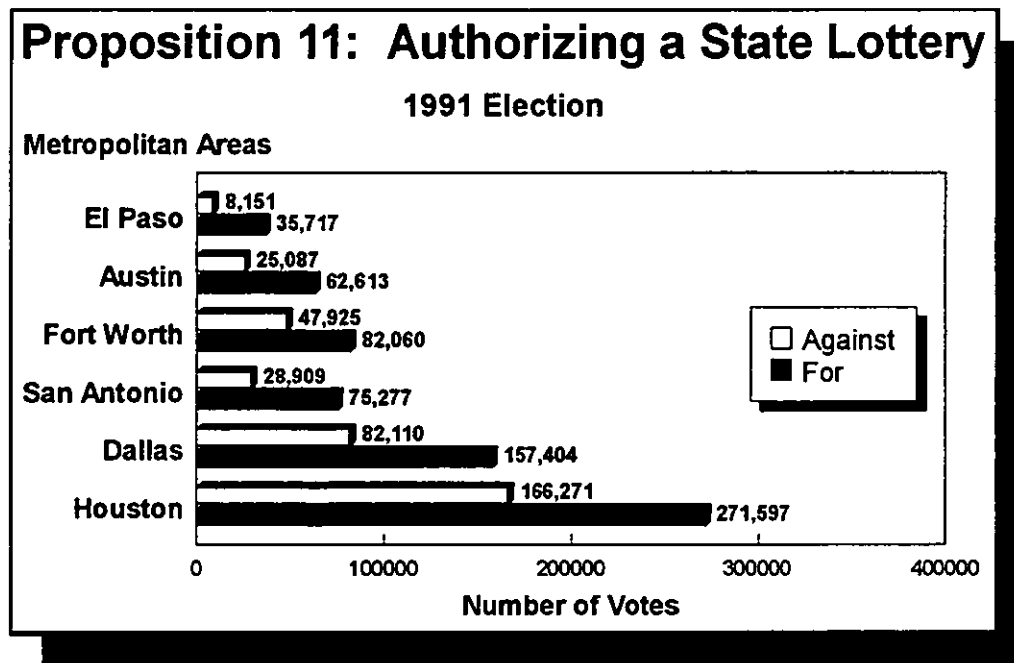


**General Election, 1992**

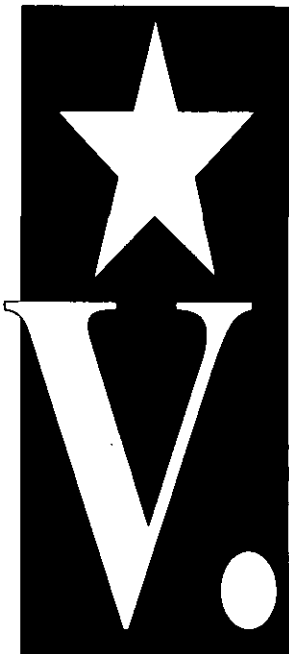
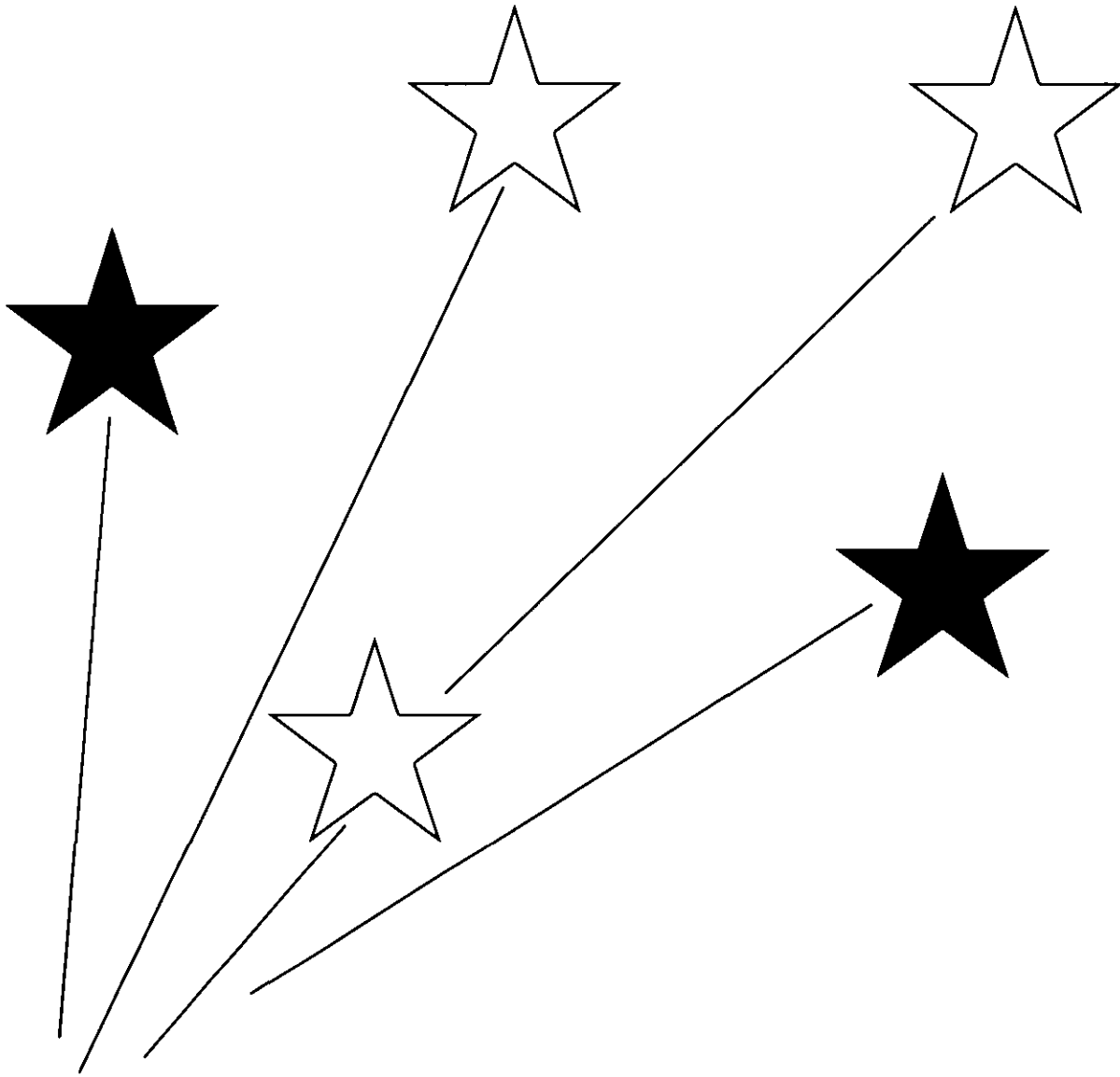
1. In which district do you live?
2. Who ran for state senate in your district as a Republican? If your district did not hold an election in 1992, use senate district 14, which is the Austin area, to answer questions 2 through 5.
3. Who ran for state senate in your district as a Democrat?
4. Did a candidate from another political party run for the state senate in your district?
5. Who won that election in your district?
6. How many Texans voted for president in 1992?
7. How many Texans voted for U.S. Representative?
8. How would you explain the difference in the total number of voters for these two offices?
9. Who won the election for Justice of the Texas Supreme Court?
10. The candidate from which political party won the election for the Judge of the Court of Criminal Appeals?

**Bonus:** Write a persuasive paragraph in which you address Texas voters who voted for president, but not all the state officials. In your paragraph, try to convince voters that it is as important or more important to vote for state officials as it is to vote for president. Give specific reasons why these offices are important to Texans and why participation in elections is important. In your paragraph, have a topic sentence, at least three sentences of support, and a conclusion.

## Lottery Voting, 1991



1. What is the title of the graph?
2. What two kinds of graphs are used in this illustration?
3. In the regional graphs, how are the numbers of people voting for the lottery shown?
4. What percentage of voters voted for the lottery?
5. In which region of the state did the largest percentage of voters favor the lottery?
6. In that region, what number of voters supported the lottery?
7. By what percentage did the region of Texas in which you live support the lottery?
8. What is shown on the vertical axis of the metropolitan areas graphs?
9. How many metropolitan areas are shown on the horizontal axis?
10. Which metropolitan area had the largest number of voters against the lottery?



*Project*

VOTE.

Voters of Tomorrow through Education



## Major Idea

One of the purposes of government, according to the Preamble to the Constitution, is to "secure the blessings of liberty to ourselves and our posterity." By analyzing the Preamble, correlating the grievances listed in the Declaration of Independence with rights guaranteed in the Constitution, and evaluating arguments for and against the Constitution at the time of ratification, students will gain a clearer understanding of the rights enjoyed by American citizens. "Using Historical Documents" provides the student opportunities to examine main ideas from several important documents, including concepts that lay the foundation for the American system of government.

## Learning Objectives

Students will:

1. recognize the importance of the Preamble to the Constitution
2. identify the purposes of government, as outlined in the Preamble to the Constitution
3. identify constitutional provisions that empower the government to fulfill its purposes as outlined in the Preamble
4. compare the offenses by King George III listed in the Declaration of Independence with the solutions written in the Constitution
5. analyze the major arguments of Federalists and Anti-Federalists

## Social Studies Essential Elements

5A, 5B, 6C, 7B, 9A, 9B, 9E.

## Materials Needed

Attachment 1: Preamble to the Constitution  
Attachment 2: The Federal Edifice  
Attachment 3: Learning Stations  
Markers  
Butcher paper  
Scissors  
Glue  
Magazines

## Vocabulary

constitution  
domestic  
federalist, anti-federalist  
ordain  
preamble

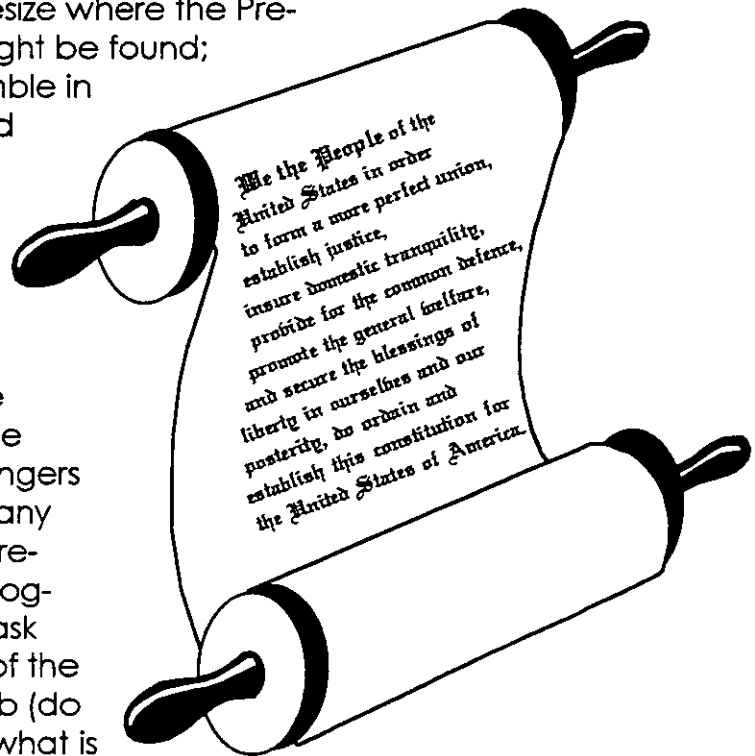
U.S. Constitution  
grievance  
justice  
posterity  
tranquillity

## Teaching Strategies

- Using a transparency of **Attachment 1**, lead students in a discussion that will enable them to discover the meaning of the word preamble: *pre* = before; *amble* = to walk; therefore *preamble* means to go before or to precede.

Then ask students to hypothesize where the Preamble to the Constitution might be found; have them locate the Preamble in their textbooks. Read it aloud twice, once with them following along silently and the second time with them joining you.

Continue the discussion by asking students to look at the Preamble carefully and to use the appropriate number of fingers to show non-verbally how many sentences are found in the Preamble. When they have recognized that there is only one, ask them to identify the subject of the sentence (*We...*) and the verb (*do ordain and establish*), to tell what is being established (*this Constitution ...*), and finally, to analyze the remainder of the Preamble (a prepositional phrase that tells why the Constitution was written).



The remainder of the discussion should focus on those six purposes: form a more perfect union, establish justice, insure domestic tranquillity, provide for the common defence, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity. Taking each one individually, ask students what it means and offer some examples of how the Founding Fathers tried to meet that purpose in the Constitution (use vocabulary activities

that are appropriate for your students as you conduct this discussion). If available, show the filmstrip "Preamble" from the *America Rocks* series by Xerox Corporation. Working as a class, have students paraphrase each of the six purposes.

2. Divide students into six groups. Assign each group one of the six purposes of government as listed in the Preamble. Using a copy of the Constitution, each group is to locate specific provisions in the Constitution which grant the government power to fulfill that particular purpose. Have each group write their findings with markers on butcher paper that can be displayed around the room. Also ask each group to select a spokesperson to explain the list to the class. An optional activity is to have students bring to class and discuss newspaper articles that reflect the passages located in the Constitution.
3. Have students make collages to illustrate the six purposes for writing the Constitution, as stated in the Preamble (**Handbook of Strategies, Strategy No. 14**). This can be done in several different ways; choose the one that best fits your situation.
  - a. Have students work alone or in pairs to illustrate all six purposes on one collage.
  - b. Divide the class into six groups and have each group create a collage that illustrates one of the six purposes.
  - c. Have students bring in appropriate pictures and place them on a bulletin board that will serve as a class collage to illustrate the six purposes.

Have each student/group explain their visual representations to the rest of the class; then display the collages in a prominent place in the classroom.

4. Working individually or in pairs, have students create new preambles. They may be written for any institution the student chooses (for example: U.S. government, school, family, or church) and should reflect ideals important to the student.
5. Have students write or recite the Preamble from memory and tell what it means.
6. Divide the class into small groups. Provide each with a copy of the Declaration of Independence and the Constitution. Read the charges against King George III, assign each group four or five grievances and ask them to search the Constitution for specific provisions relating to these grievances. Have each group select a reporter to share their findings with the class.

## Examples

**King's Offense**

1."...quartering large bodies  
of troops among us..."

2."...cutting off our trade..."

**Constitution**

1. Amendment 3

2. Article I, Section 8, Clause 3

7. After students have read their textbook's presentation of the arguments for and against ratification of the Constitution, ask them to analyze the cartoon, *The Federal Edifice*, in order to determine the artist's point of view (**Attachment 2**). The following questions might be helpful:

(Be Sure to point out that the colonial "s" looks very much like our "f", so that students read the word *rise* correctly.)

What does "federal" mean?

What is an "edifice"?

What does the artist refer to with his title *The Federal Edifice*?

What is the "foundation" mentioned in the cartoon?

How many pillars are there?

What do they represent?

How do you know?

How many pillars are standing? Why?

Are the remaining pillars rising or falling? How do you know?

Does the cartoon represent a Federalist or Anti-Federalist position?

How do you know?

8. Use the learning stations strategy (**Handbook of Strategies, Strategy No. 27**) and **Attachment 3** to further develop students' understanding of the positions of Federalists and Anti-Federalists.

<p><b>Answer Key</b></p> <p>Federalist Arguments</p> <p><b>I, II, III, V, X</b></p> <p>Anti-Federalist Arguments</p> <p><b>IV, VI, VII, VIII, IX</b></p>
--

9. Ask students to design their own political cartoons in which they reflect either a Federalist or Anti-Federalist point of view. Display the cartoons around the room and have students analyze them from their point of view.

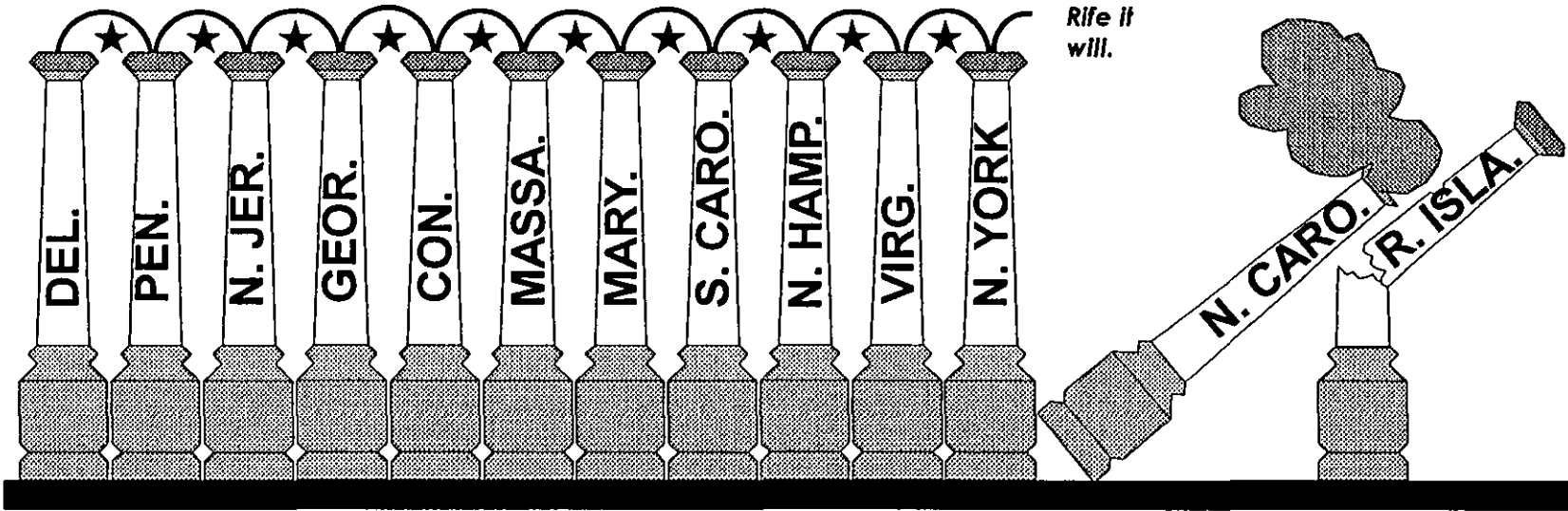
## **Evaluation**

- Observe and evaluate students' participation in class and group activities.
- Collect and evaluate the collages.
- Collect and evaluate students' original preambles.
- Evaluate students' performances on the Preamble memory work.
- Evaluate students' original cartoons.


## Preamble

We The People of the United States,  
in order to form a more perfect union,  
establish justice, insure domestic tranquility,  
provide for the common defence,  
promote the general welfare,  
and secure the blessings of liberty  
to ourselves and our posterity,  
do ordain and establish this  
Constitution for the United States of America.

What do the pillars shown in this cartoon of 1786 represent?  
What pillars were not yet raised?



**The FEDERAL EDIFICE.**

 The foundation good-it may yet be **SAVED**

8-7

***Learning Stations***

---

**STATION I**

... A federal government . . . ought to be clothed with all the powers requisite to complete execution of its trust.

---

**STATION II**

Energy in the Executive is a leading characteristic in the definition of good government.

---

**STATION III**

This country should never be split into a number of unsocial, jealous, and alien sovereignties.

---

**STATION IV**

The states should respectively have laws, courts, force, and revenues of their own sufficient for their own security; they ought to be fit to keep house alone if necessary.

---

**STATION V**

I am against inserting a declaration of rights in the Constitution . . . If such an addition is not dangerous, it is at least unnecessary.

---

**STATION VI**

A bill of rights . . . serves to secure the minority against the usurpation and tyranny of the majority.



---

**STATION VII**

The . . . new form of government . . . declares a consolidation or union of all the thirteen parts, or states, into one great whole . . . It is an intuitive truth that a consolidated republican form of government [will lead] . . . into a monarchy, either limited or despotic.

---

**STATION VIII**

. . . one government . . . never can extend equal benefits to all parts of the United States. Different laws, customs, and opinions exist in the different states, which by a uniform system of laws would be unreasonably invaded.

---

**STATION IX**

The number of representatives [called for in the Constitution of 1787] appears to be too few, either to communicate the requisite information of the wants, local circumstances, and sentiments of so extensive an empire, or to prevent corruption and undue influence in the exigencies of such great powers.

---

**STATION X**

. . . under the Confederation . . . the measures of the Union have not been executed; and the delinquencies of the States have step by step matured themselves to an extreme, which has, at length, arrested all the wheels of the national government and brought them to an awful stand.

# Rights, Liberties, and Obligations of Citizenship

## Major Idea

Citizens of a democracy are aware of the nation's commitment to individual freedoms, freedoms that are best exemplified by the Bill of Rights. Americans concerned with maintaining a high level of freedom are also aware of their responsibilities as citizens.

## Learning Objectives

Students will:

1. recognize that American citizens not only enjoy many rights guaranteed by the Constitution, but also have many responsibilities associated with those rights
2. consider the importance of individual liberties found in the Bill of Rights
3. analyze voting trends of young voters
4. analyze strategies for increasing voter turnout

## Social Studies Essential Elements

5A, 5I, 6A, 6C, 7B, 7C, 7D, 7H, 9A, 9B, 9E, 9H.

## Materials Needed

Attachment 4: Continuum, with Signs  
Attachment 5: A Visitor from Outer Space  
Attachment 6: Voting Patterns of Different Age Groups  
Attachment 7: Improving Voter Participation  
Attachment 8: Sample Election Bills for Class Discussion  
Attachment 9: One Vote Counts  
Materials and posters for cartoons  
Blank audio and video tapes  
Video camera  
Tape recorder

## Vocabulary

bill  
responsibility  
self-incrimination

counsel  
right

## Teaching Strategies

1. Use the following quotations to develop a class discussion on the concept that responsibilities accompany rights. You might ask students what they think these quotations mean and why each person quoted might have made the statement. After asking students to generate some examples to illustrate each of the quotations, let them discuss whether or not they agree with the concept embodied in each of the statements.

*Those who expect to reap the blessings of freedom must undergo the fatigue of supporting it.*

Thomas Paine

*Ask not what your country can do for you; ask what you can do for your country.*

President John F. Kennedy

*There can be no daily democracy without daily citizenship.*

Ralph Nader

Use any two of the quotations to develop an understanding of the idea that responsibilities accompany rights and then use the remaining quotation for the continuum activity (**Handbook of Strategies, Strategy No. 1**) with the two polar positions being "Strongly Agree" and "Strongly Disagree." An alternative strategy is to follow the range of position activity (**Handbook of Strategies, Strategy No. 9**). If there is much disagreement among students on a given topic, it is helpful to alternate speakers from either end of the continuum and to ask each student to summarize or paraphrase what the previous speaker has said before stating an opinion (**Attachment 4**).

2. Distribute "A Visitor From Outer Space" (**Attachment 5**). Read the instructions and ask students to list the rights in order from most important to least important (**Handbook of Strategies, Strategy No. 8**). This may be done individually or in small groups. Survey the class to determine how they ranked these freedoms and which five they judged to be most important. Discuss. Ask them if there are any other rights that are so important that they should be included in the top five and, if so, what they are and what they would omit to make room for the new ones. Referring to the quotations from above, ask what responsibilities citizens might have in relation to each of the freedoms (what "support" might Paine think necessary?).
3. To develop the concept that voting is a responsibility as well as a right, show students the transparency made from "Who Does Vote" (**Attachment 6**).

Discuss the following questions:

*Which age group votes the most? Which age group votes the least?*

*What pattern can you find about voting trends among all three groups between 1976 and 1988?*

*In what age group and in what years did a majority of citizens vote?*

*What pattern can you find about voting trends as people get older? What do you think this means for elections and for people campaigning for office?*

4. Have students participate in a continuum activity by standing along an imaginary or real (use masking tape) line in the room to illustrate the strength of their reaction to this statement: "Are Voting Rights Wasted on Teenagers?" Hang signs at either end of the continuum: "Strongly Agree" and "Strongly Disagree." Ask students to explain their reasons for placing themselves at particular points along the line (**Attachment 4**).
5. Have students brainstorm reasons people don't vote. Distribute "Improving Voter Participation," (from Excel in Civics) (**Attachment No. 7**). After discussing the reading, divide the class into groups of three or four. Assign each group one of the proposals from "Sample Election Bills for Class Discussion" (**Attachment 8**). Each group should study the assigned proposal (bill) and answer the following questions:
  - a. Would this bill be likely to increase voter registration and voting? Why or why not?
  - b. Which, if any, of the Presidential Commission recommendations does the bill adopt?
  - c. What are any negative features of the bill?
  - d. What are any positive features of the bill?
  - e. If you were voting on this bill, how would you vote and why? If you wouldn't vote for it, can you suggest any changes to make the bill more attractive?

Conclude this part of the activity by asking each group to report on its bill to the rest of the class. Let the class vote on each bill that is recommended by a group (adapted from Excel in Civics).

6. Working alone or in pairs, have students create a poster, rap song, video, audio spot, or editorial cartoon in which they encourage young people to vote. If they have previously studied propaganda techniques, you might encourage them to apply any of those techniques to this activity\*.

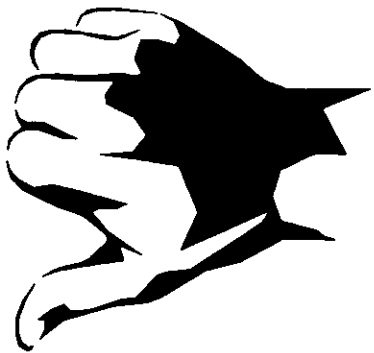
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\* This activity was taken from "Your Vote," Robert A. Taft Institute of Government, 420 Lexington Avenue, New York.

**Evaluation**

Observe and evaluate students' participation in class and group activities.  
Collect and evaluate students' original posters, rap songs, videos, audio spots, and editorial cartoons.

# Are Voting Rights Wasted on Teenagers?



**Strongly  
Disagree**



**Strongly  
Agree**

8-14





**Strongly Agree**

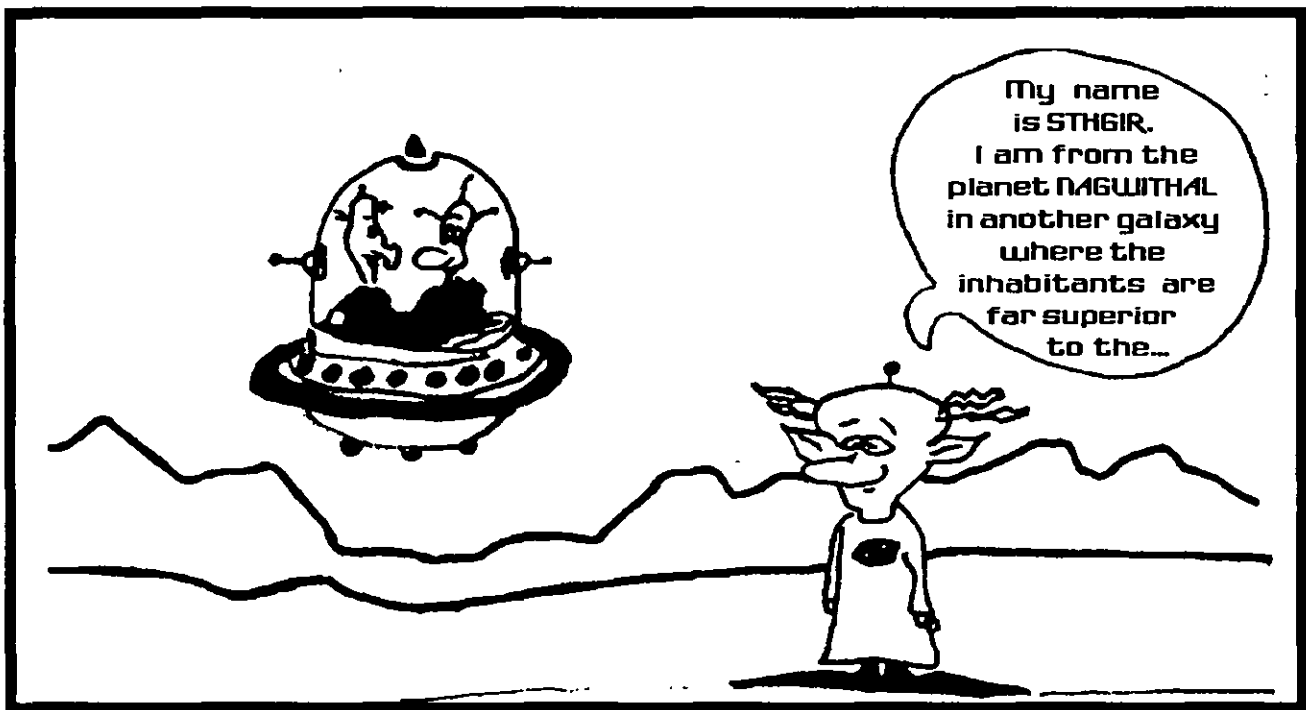


**Strongly Disagree**



## A VISITOR FROM OUTER SPACE

It is 2010. You are living a quiet, prosperous life in Texas. You are quietly watching television with your family when a news bulletin comes over the TV station. You immediately see that this is not the normal type of news bulletin because there is what looks like a very strange creature on the screen—the only thing familiar is that he is speaking English. He tells you that he and his people have gained control over all of the communications networks in the United States and that everyone had better pay attention to what he has to say. You change the channel—and just as he said—there he is on every station. He begins to speak very loudly. You gather your family around you because you are beginning to worry about what he is going to do. His speech is as follows:



My name is STHGIR. I am from the planet NAGWITHAL in another galaxy where the inhabitants are far superior to the beings on this planet EARTH. Just as we have gained control over the communications of the United States, we have the ability to take complete control over every one of your lives. We do not want a war between our planet and yours, but we do want to control some things so that we can live in peace and harmony with you. We have looked at some of your laws and the way your government operates and have found that they give too much freedom to the individual. Therefore, we are going to conduct a survey to try and arrive at a decision about which both you and I will be happy. As I have said, I do not want to take everything away from you, but I can't allow you to live as you have in the past. Therefore, I am giving you a list of ten of the rights that you now have according to your Constitution. You are to look over the list and decide which of the ten are most important to you. I will allow you to keep FIVE of the ten rights, the five which get the most votes from all the citizens of the United States.

### *Rights and Freedoms*

You are to rank the following rights in the order in which you would give them up, with **1** being the right you would give up last and **10** being the one you would give up first. After you have completed your ranking, you will receive further instructions.

**Directions:** Rank from 1 to 10 your most important rights (1-most important, 10-least important).

- \_\_\_\_\_ Right to bear arms
- \_\_\_\_\_ Right to freedom of speech
- \_\_\_\_\_ Right to legal counsel
- \_\_\_\_\_ Right to protection from cruel and unusual punishment
- \_\_\_\_\_ Right to freedom of the press
- \_\_\_\_\_ Right to jury trial
- \_\_\_\_\_ Right to freedom of religion
- \_\_\_\_\_ Right to peacefully assemble
- \_\_\_\_\_ Protection from self-incrimination
- \_\_\_\_\_ Right to protection from unreasonable searches and seizures

**Suggestion:** This exercise can be used for lower grade levels as well. Teachers may want to list rights on index cards and have students rank them accordingly.

*Who Does Vote?*

	<b>Voting Patterns of Different Age Groups</b> (percent reporting they voted)		
	★	★	★
	18-20	21-24	25-34
<b>1976</b>	<b>38.0</b>	<b>45.6</b>	<b>55.4</b>
<b>1980</b>	<b>35.7</b>	<b>43.1</b>	<b>54.6</b>
<b>1984</b>	<b>36.7</b>	<b>43.5</b>	<b>54.5</b>
<b>1988</b>	<b>33.2</b>	<b>38.3</b>	<b>48.0</b>

Source: U.S. Bureau of the Census, Current Population Reports, Series P-20, No. 440 and earlier reports.

**Attachment 7****Improving Voter Participation**

Your vote can make a difference (see "One Vote Counts," **Attachment 8**). A number of critical elections would have turned out differently if just one more person in each precinct had voted the other way. For example, it is claimed that if only one more voter per precinct had voted for Richard Nixon in 1960, Nixon would have been elected president at that time. And in 1968, if only one more voter per precinct had voted for Hubert Humphrey, Humphrey would have been elected president. United States senators have been elected by fewer than fifty votes in some states. In 1982, thirteen congressional elections were decided by fewer than fifteen hundred votes. In 1982, some candidates actually received more votes at the polls than their opponents, but they lost the elections because their opponents received more **early votes**.

Your vote can make a difference. Your vote can help decide who is elected and therefore help determine government policy. Your vote can mean more aid for education or more money for the military. Yet, many people still refuse to vote.

One reason people do not vote is that they have to register first. In 1963, the Presidential Commission on Registration and Voting concluded that the major reason for non-voting was restrictive voter registration laws. The commission made the following recommendations to improve voter participation:

- Each state should set up a commission on registration and voting participation, or . . . survey in detail its election law and practices.
- Local residency requirements should not exceed 30 days.
- New state residents should be allowed to vote for President.
- Voter registration should extend as close to election day as possible, and should not end more than 3 or 4 weeks before election day.
- **Literacy tests** should be abolished.
- Voting by 18-year-olds should be considered by the states.
- The right to vote should be extended to those living on federal reservations (that is, native Americans, living on reservations).
- The **poll tax** as a qualification for voting should be eliminated.

As a result of the Voting Rights Act of 1965, federal court decisions, the Twenty-Fourth and Twenty-Sixth Amendments, and various state laws, all of these recommendations have been implemented. Yet, voter participation has continued to decline.

The Committee for the Study of the American Electorate has recently analyzed nonvoting in the United States. The committee is a bipartisan group of civic, educational, labor, business, and political leaders.

Their analysis indicates that many eligible voters do not register and vote for the following reasons:

- They are not interested in voting;
- They do not believe their vote makes a difference;
- They believe there is very little difference in the candidates and therefore the results will not make much difference in the direction of government.

These same studies confirm that more people vote when they believe their vote will make a difference.

For example, in the 1983 election for mayor of Chicago, nearly 89 percent of the registered voters voted. Many people say such a high turnout occurred because of a clear difference in the candidates' views on major issues and a belief among voters that the election was important and would be close. Harold Washington, the Democratic candidate, ran on a platform promising major changes and reform of city government. Bernard Epton, the Republican candidate, promised not to make major changes and urged voters to elect him "before it's too late." On April 12, 1983, a record number of voters ventured to the polls—1,291,858. Washington received 668,176 votes, or 51.7 percent of the votes cast. It was estimated that more than 100,000 of the votes were cast by newly registered voters. As one political observer noted, "The Washington campaign created a sense of excitement and optimism about the possibilities of power in people who had given up on the political system." Clearly, those voters thought their vote would make a difference.

**Attachment 8****Sample Election Bills for Class Discussion**

- Bill #1 A law permitting same-day registration for voting. All persons wishing to vote may register and vote on election day by demonstrating proof of age and residency and by swearing that they are citizens of the United States. Upon meeting these requirements, persons will be permitted to vote in the election.
- Bill #2 A law making all state and federal elections official holidays. Any eligible voter failing to vote will be subject to a fine.
- Bill #3 A law establishing weekends, Saturday and Sunday, as official election days. All elections would be held over a two-day weekend and the polls would be open from 7 a.m. to 7 p.m. on both Saturday and Sunday.
- Bill #4 A law to extend the hours that polls will be open. The polls would open at 5 a.m. and close at midnight, permitting eligible voters to vote at anytime during those hours.
- Bill #5 A law authorizing an election commission to hire and deputize election commissioners to go door-to-door to verify the accuracy of the voter registration lists by checking each address with the name(s) on the registration list. The commissioners would be authorized to register all unregistered voters right at their door. Registration postcards would be distributed where no one answers. Eligible but unregistered voters will have an opportunity to complete the registration cards and mail them to the election commission. The returned postcards will serve as the voter's registration.
- Bill #6 A law requiring the following words to appear below the list of candidates for an office: "None of the Above is Acceptable." Any eligible voter may vote against all candidates for the same office by placing an "X" or punching the appropriate square before the words "None of the Above." If "None of the Above" receives a plurality of the votes cast, a new election will be scheduled and additional candidates will have an opportunity to file and campaign for this office.

## **One Vote Counts**

Listed below are several instances from history when one vote made a difference in the outcome of an election or a governmental decision.

**In 1645 one vote gave Oliver Cromwell control of England**

**In 1649 one vote caused Charles I of England to be executed.**

**In 1776 one vote gave America the English language instead of German.**

**In 1793 one vote cost King Louis XVI his life due to the French National Assembly's decision by a one vote margin to execute.**

**In 1824 the U.S. House of Representatives elected John Quincy Adams president over Andrew Jackson when one representative from New York changed his vote.**

**In 1839 one vote elected Marcus Morton Governor of Massachusetts.**

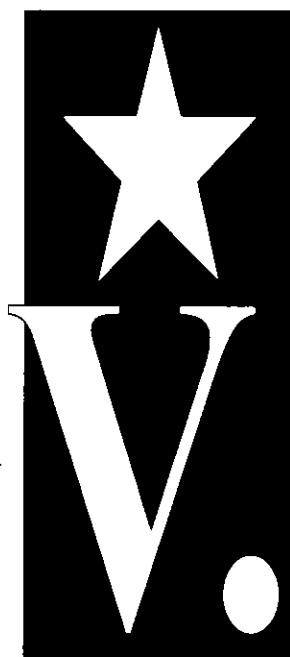
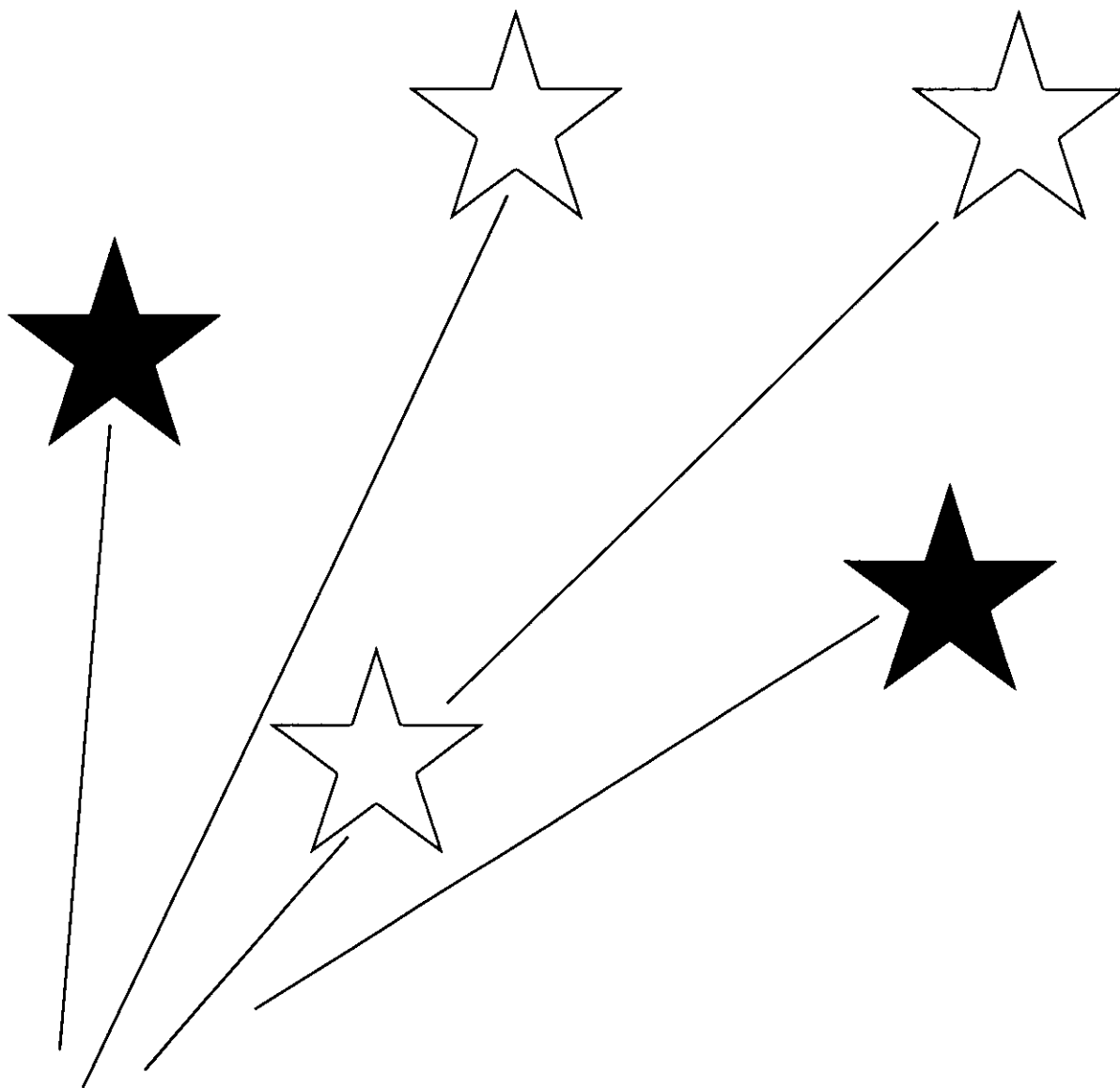
**In 1845 one vote brought Texas into the Union.**

**In 1868 one vote saved President Andrew Johnson from impeachment.**

**In 1876 one vote changed France from a monarchy to a republic.**

**In 1923 one vote gave Adolph Hitler leadership of the Nazi Party.**

**In 1948, if Thomas Dewey had received one more vote in each precinct in Ohio and California, his race with Harry Truman would have been thrown into the House of Representatives.**



*Project*

VOTE.

Voters of Tomorrow through Education



# The Road to Democratic Decline in Rome

## Major Idea

At one time, the Roman Republic was the most powerful government on earth. Then, several factors combined to cause the loss of rights by the Roman people, and eventually, the decline and fall of the Roman Republic.

## Learning Objectives

Students will analyze the decline of the Roman Republic and the loss of rights by the Roman people.

## Social Studies Essential Elements

World History Studies: 3A, 4A.

## Materials Needed

1. A "Road"--this can be made by drawing parallel wavy lines approximately eight feet in length and ten inches apart on a board or butcher paper. Write "**Advanced**" in the left corner, "**No Effect**" in the middle, and "**Impeded**" in the right corner of the "Road" (**Attachment 1**).
2. Prepare cards with Roman people/events placed with one person/event per card (**Attachment 1**).

## Teaching Strategies

1. After the study of the Roman Republic, give pairs of students one of the cards. The student pairs are to determine where on the "Road" their card should be placed. After each pair has placed its card on the "Road," the class as a whole can discuss whether the placement is correct or incorrect with each group defending its placement.

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Kaye Ashby (Coordinator, Public Service/Law-Related Education, State Bar of Texas)

Advanced

No Effect

Impeded

Punic Wars

Brothers Gracchi

Marius

First Triumvirate

Assembly of Tribes

Spartacus

Sulla

Augustus

Law of 12 Tables

Concilium of Plebes

Cincinnatus

Assassination of Caesar



# Greek/Roman Voting Systems

## Major Idea

The Greeks and Romans developed voting systems that can help us explain and understand the development of the voting systems that we use today.

## Learning Objectives

Students will use deductive reasoning to solve a mystery relating to Greek and Roman voting systems.

The Greek/Roman Mystery is designed to be an introduction to the voting unit for these two societies.

## Materials Needed

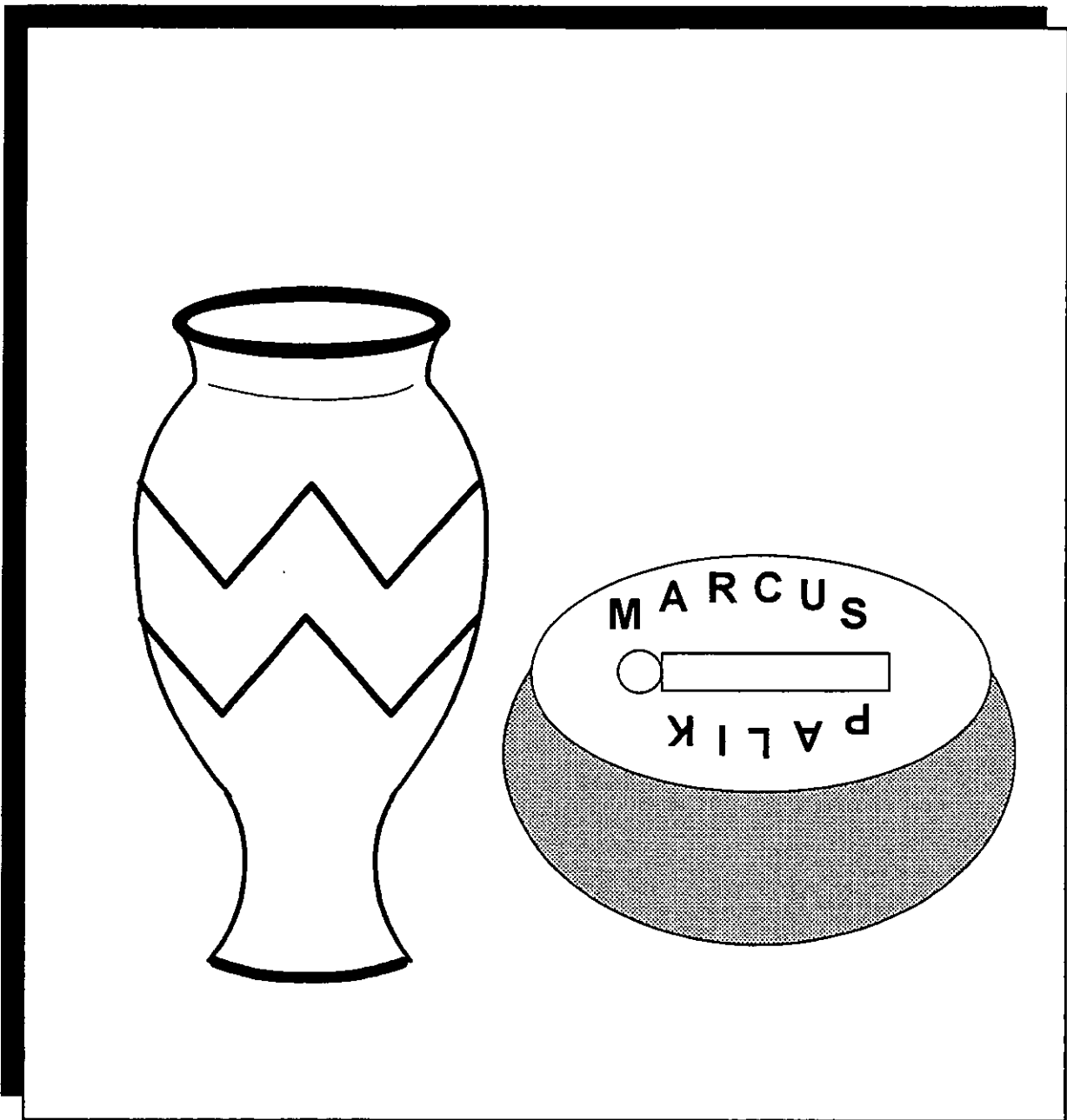
Attachment 2: Greek/Roman Mystery

## Teaching Strategies

1. Make a transparency of the Greek/Roman Mystery page (**Attachment 2**).
2. At the start of the unit, show the class the transparency.
3. Class members are encouraged to ask deductive questions to determine the use/purpose of the featured objects.
4. The teacher can provide answers after reading the answer sheet.
5. If the students can guess the answer within 10-15 minutes, the unit can begin.
6. If the students cannot guess the answer within 10-15 minutes, the teacher has the option of: (1) telling the students the answer and beginning a general preliminary discussion of the topic; or (2) assigning a mini-research project for the students to find the answers for themselves.

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Kaye Ashby (Coordinator, Public Service/Law-Related Education, State Bar of Texas)

**Greek/Roman Mystery**

The Romans were noted for many achievements in the area of government and law. For instance, they initiated a form of representative government and a division of power among government branches.

Even though many modern political and judicial processes come from the Romans, the Athenians did originate one political process used in the United States today earlier than the Romans.

The objects at the top of this page were part of this early Athenian political process. Name the process and describe its operation.

*(Answer on next page)*

**Answer to Greek/Roman Mystery**

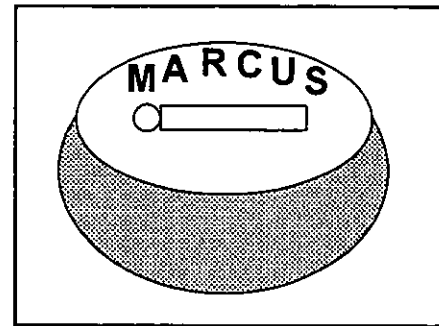
The political process in the mystery is the voting process.

Originally used in Athens, the Romans adapted the voting procedures represented by the two objects in the mystery.

The object at the left is a voting vase, which was used to hold the "ballots" after the Roman Assemblymen voted.

The object at the right is a Roman ballot. Made of heavy wax, the ballot contained the names of the two contenders for political office (note the names across the top of the ring).

After hearing the two contenders speak, each Assemblyman would mark out the name of the candidate he did not want, thus leaving the name of his choice across the top.



*A Roman ballot*

After the ballots were cast, the vase was emptied and the votes counted to determine the winner.

(Note: Candidates had to make their own speeches. Nothing precluded having another person write the speech for the candidate, but rules prohibited anyone other than the candidate from delivering the speech before the gathered Assemblymen.)

Other Roman voting procedures included the use of two disks (one with a hollow center and one with a solid center). A hollow disk meant a negative or "NO" vote, while the solid center meant a "YES" vote on the issues involving legislative matters.

# Roman Voting Reform

## Major Idea

The Roman population was divided into two classes: the privileged patricians and the common plebeians. The two classes had different sets of rights. Most notably, the patricians had the right to vote while the plebeians did not.

## Learning Objectives

Students will discern the political differences in the patrician and plebeian classes and the Roman voting procedure.

## Social Studies Essential Elements

3, 21.

## Materials Needed

Attachment 3: Supplemental Activities

Paper scrolls with speeches on them

Two colors of marbles—enough for each student to have one of each color

Two jars for placing voting marbles and discarded marbles (you can use wide-mouth jars covered with dark paper)

## Teaching Strategies

1. Assign class to research the political rights of both the patrician and plebeian classes at the beginning of the Roman Republic (this can be an independent study project).

Each student prepares an argument **FOR** and **AGAINST** giving the plebeian class voting rights.

Divide the class into two sections. Have each section condense their collective arguments into two **GOOD** arguments—one **FOR** and one **AGAINST** plebeian vote.

Arrange the classroom desks into an amphitheater circular setting for the "debate."

Each group selects an "orator" or person to give its argument before the mock "Senate" (student orators use the scrolls to record their arguments for the debate).

Each group draws to determine which will speak **FOR** or **AGAINST** plebeian voting.

*(NOTE: students can come dressed as Romans by wearing sheet togas over running shorts).*

Place two jars at the back of the room. PLACE THE VOTING JAR ON THE LEFT AND THE DISCARD JAR ON THE RIGHT.

After the "debate," student "Senators" line up single file and pass between the two jars.

Determine beforehand which color will be a YES vote marble and which color will be a NO vote marble (for example, white marbles represent a YES vote and black marbles represent a NO vote). Before the vote, make sure that the question to be voted on is clear (i.e., a YES vote is a vote in favor of granting voting rights to the plebeian class).

Each student "Senator" decides on how he or she wants to vote and places the appropriate color marble in the voting jar on the left. At the same time, the student will place the other marble in the discard jar. This should be done in such a way that other students cannot see which color marble was dropped into the jars.

After the "vote," the marbles in the VOTING JAR can be counted to determine the vote. The DISCARD marbles should verify the vote. Use the exercise in **Attachment 3** to supplement this exercise.

# Attachment 3

## Supplemental Activities

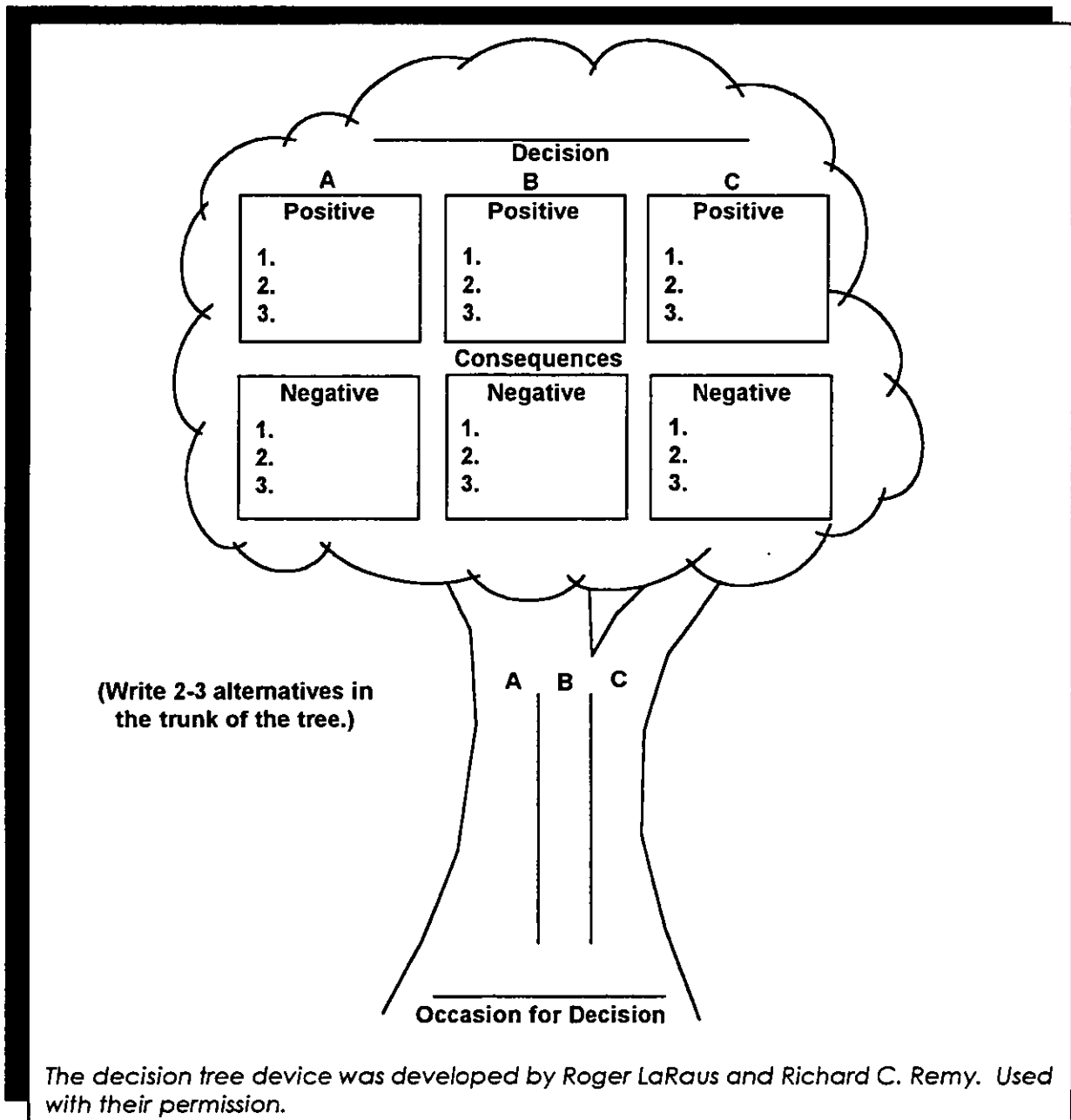
**I: Using Strategy # 28 LRE Handbook of Strategies**

"Decision Tree."

Write the following question at the top of the "tree": "Should the plebians be given Roman voting privileges?"

List at least 3 reasons **FOR** and **AGAINST**.

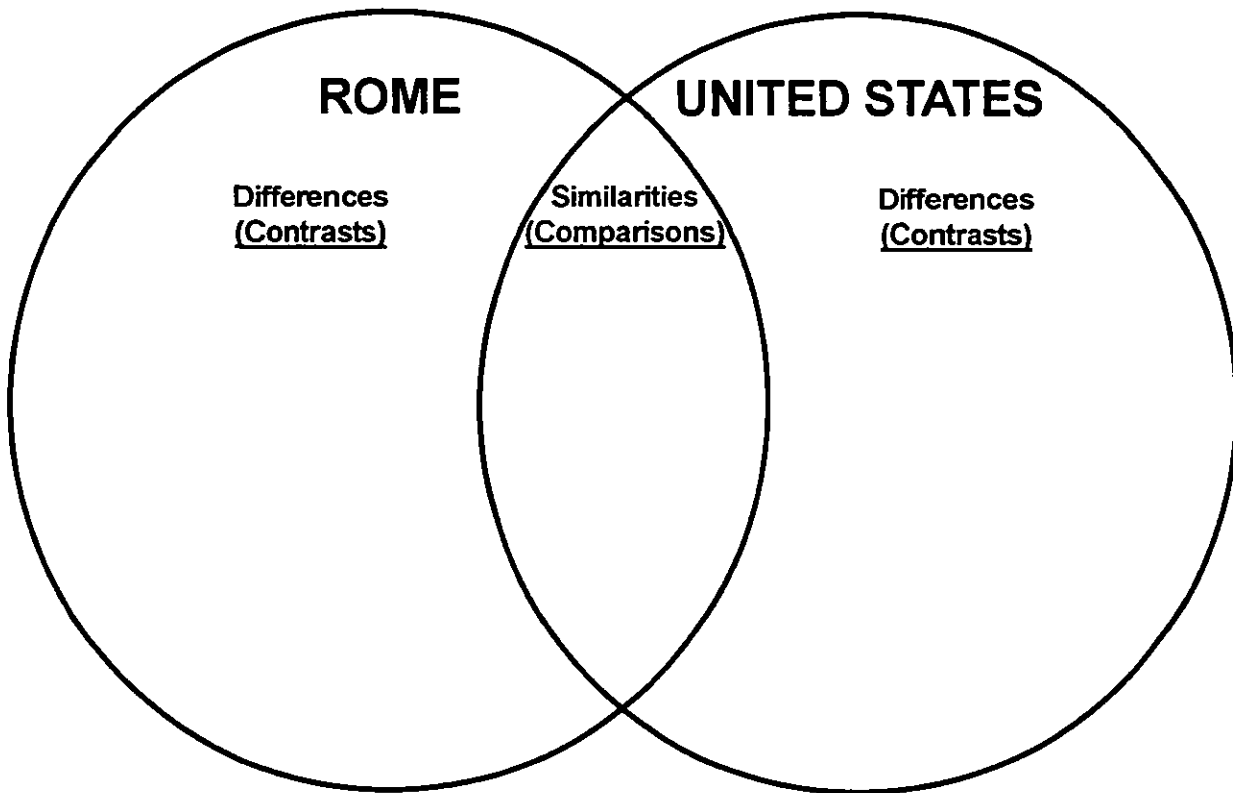
Then, write the decision on the top of the "tree."





**II: Comparison/Contrast Venn Diagram**

Using a Venn Diagram, compare the voting laws in Rome to the modern United States voting laws.



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# Comparison of Forms of Government

## Major Idea

The type of society that one lives in often determines the form that its government takes. As a society changes, its method of government as well as citizen rights often change to reflect the new society.

## Learning Objectives

Students will:

1. learn that voting procedures and individual rights are determined by the type of government developed by a society
2. differentiate between democratic and totalitarian governments and societies
3. identify the role of individual rights in democratic and totalitarian governments
4. analyze and explain why voting is a right and a responsibility

## Materials Needed

Attachment 4: Forms of Government  
Attachment 5: Supplemental activities

## Teaching Strategies

1. Divide the class into two groups (four if the class is large). One group will research citizenship and government in Athens and the other group will do the same for Sparta.

Research will focus on the following:

- a. *What were the qualifications for citizenship?*
- b. *What role did the citizen play in the selection of leaders?*
- c. *What qualifications did a person have to possess in order to hold public office? Use the charts on the following pages.*
- d. *What were the principal offices of leadership?*

2. When the research is done, have the students compare the two societies by using the completed chart (**Attachment 4**).

*Why did the two societies develop differently?*

3. Discuss characteristics of democratic versus totalitarian forms of government with emphasis on citizen participation.
- List three characteristics of a citizen in a democratic society.*
  - List three characteristics of a citizen in a totalitarian society.*
  - What is the major difference between a democratic and totalitarian society?*

# Attachment 4

## Forms of Government

Directions: Use the chart below to list the differences in government in Athens and Sparta.

	Sparta	Athens
1. Qualifications of Citizenship		
2. Role of Citizen in Selecting Leaders		
3. Qualifications for Holding Public Office		
4. Principal Offices of Leadership		

Compare the effectiveness of citizen participation in Athens, Sparta, and the United States. List examples to show how voting is a right, a privilege, and a responsibility. Use the chart below to organize your thoughts.

	Sparta	Athens	U.S.
Right			
Privilege			
Responsibility			

**Supplemental Activities****I: Strategy # 31 LRE Handbook of Strategies  
"Journal Writing"**

Divide students into research groups. Have each group assume the persona of one citizen and write/compile a weekly journal of events pertaining to voting and citizenship responsibilities.

**II: Strategy # 13 LRE Handbook of Strategies  
"Cartoons"**

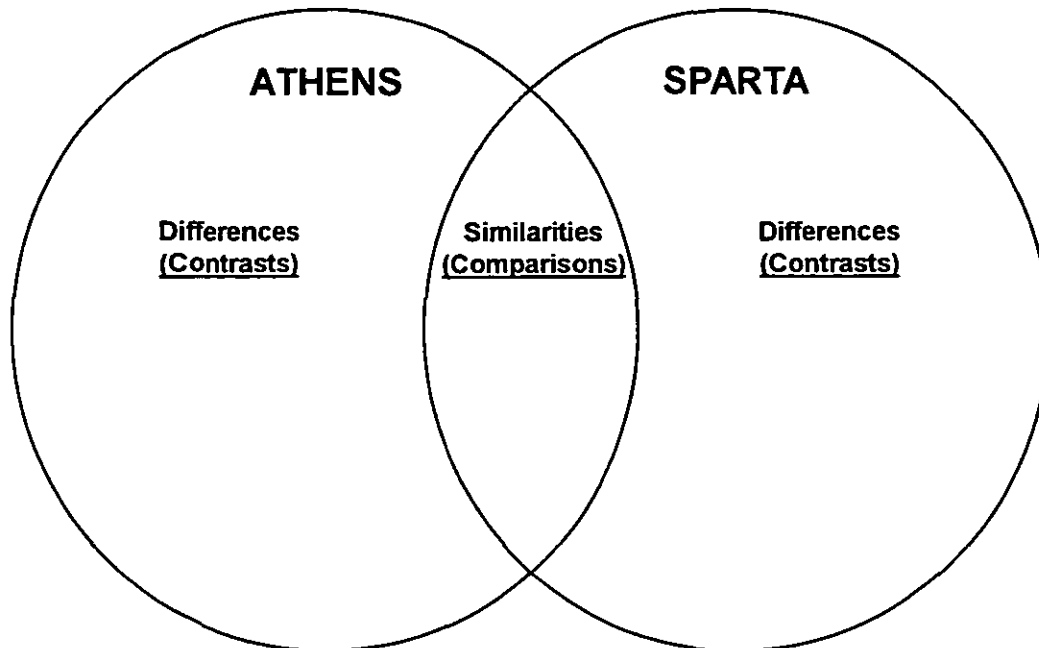
Have students draw political cartoons depicting some aspect of Athenian or Spartan society.

**III: Strategy # 14 LRE Handbook of Strategies  
"Collage"**

Students can prepare a collage contrasting life in Athens and Sparta.

**IV: Venn Diagram Compare and Contrast**

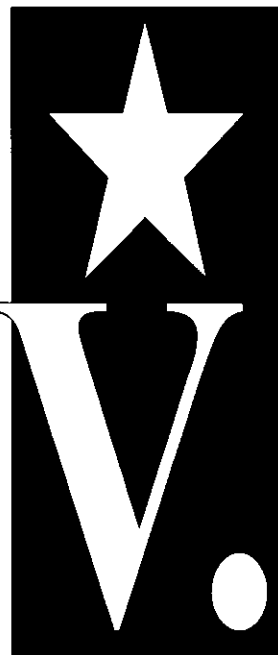
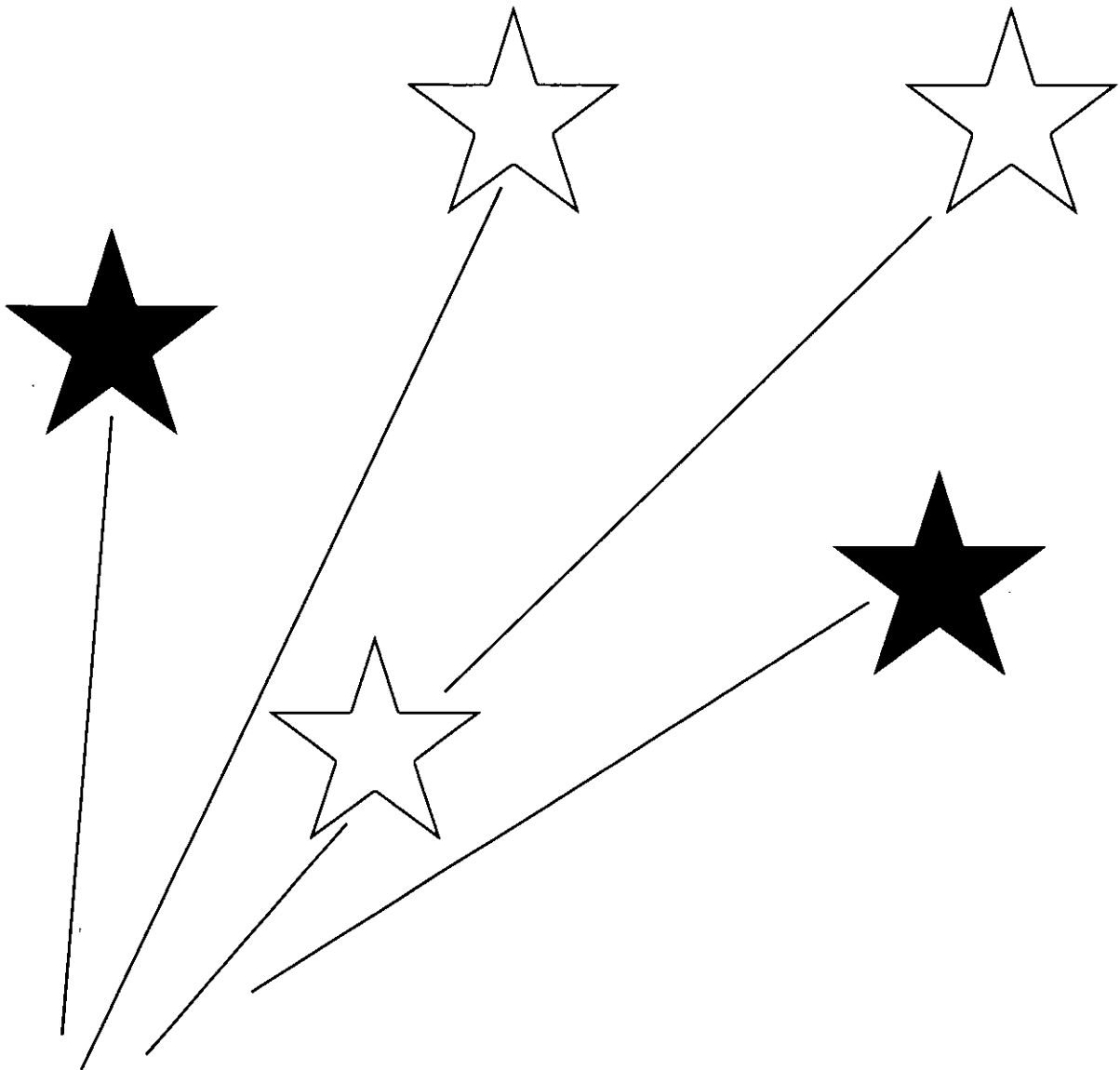
Students use a Venn Diagram to compare and contrast either voting or citizenship in Athens and Sparta.



Adapted from Voter Education Guidebook by:

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*Project*

VOTE.

Voters of Tomorrow through Education

## Major Idea

Students will study and develop an understanding of how the media can influence a candidate's image and therefore influence the outcome of an election. It is recommended that students be given the opportunity to investigate the following election-related events in relation to image and the mass media:

- I. The Kennedy-Nixon Debates
- II. The McGovern Campaign, 1972
- III. The Defeat of Jimmy Carter, the Iran hostage crisis and other factors
- IV. 1992 Elections as appropriate

## Learning Objectives

Students will:

1. distinguish between examples of propaganda, fact, and opinion
2. identify factors which influence the candidate's image as portrayed by the media
3. analyze the impact of such factors on the election process
4. draw conclusions concerning cause and effect relationships in the electoral process

## Social Studies Essential Elements

2B, 2H, 5C, 5D.

## Materials Needed

Attachment 1: Propaganda  
Attachment 2: Fact  
Attachment 3: Opinion  
Attachment 4: Political Attitude Survey

## Teaching Strategies

### 1. Brainstorm (**Handbook of Strategies, Strategy No. 3**)

- a. If you were to vote for president, what would you look for in a political candidate?
- b. How does the media influence a candidate's image?

### 2. Fact, Opinion, and Propaganda

- a. Using a transparency discuss the meaning of propaganda, fact, and opinion
  1. propaganda (a systematic effort to persuade a group of people to support or adopt a particular idea) (**Attachment 1**)
  2. fact (something which exists or has actually happened) (**Attachment 2**)
  3. opinion (a belief not based on absolute certainty or positive knowledge but on what seems to be true) (**Attachment 3**)
- b. Have students read and discuss the examples found in **Attachments 1-3**
- c. Students should generate at least one example of a fact, opinion, and propaganda statement

### 3. Political Attitude Survey

Have students complete the survey (**Attachment 4**). Using the information compiled from the survey, have the students rank the answers found in the following questions (**Handbook of Strategies, Strategy No. 4**).

- I.4 Party identification
- I.5 Political party identity
- II.6 Interest in politics
- II.8 Political and world news
- II.10 Discuss politics
- Others as determined by the teacher

### 4. Collage

Have students read periodicals and newspapers to identify fact, opinion, and propaganda statements which influence the success of current candidates. Predict how these facts may affect the outcome of the election (**Handbook of Strategies, Strategy No. 12**). Develop a meaningful collage which includes examples of fact, opinion, and propaganda about a particular candidate (**Handbook of Strategies, Strategy No. 14**). After the election, analyze which factors may have influenced the outcome.



## 5. Cooperative Learning

Assign each group one of the following topics. Have the students research the topic and plan a creative way (cartoon, role play, debate, videotape, etc.) of presenting their findings to the class.

In their presentation, students should include an analysis of how fact, opinion, and propaganda influenced the election.

- a. Were the televised presidential debates in 1960 a major factor in Kennedy's election or Nixon's loss? \*
- b. Did "dirty tricks" influence the election of 1972 or were McGovern's views outside of mainstream thinking? \*
- c. Did Gerald Ford lose to Jimmy Carter in 1976, or did the Republican party lose to the Democratic party? \*
- d. Were there factors other than the Iran hostage crisis which helped defeat Jimmy Carter in 1980? \*

\* *Voter Education Enrichment Activities, League of Women Voters of Houston Education Fund*

## Evaluation

Formal evaluation of collage based on theme, organization, and presentation. Cooperative learning activity evaluation based on knowledge and presentation of the subject matter and efforts to work as a group.

## Propaganda

**Definition:** A systematic effort to persuade a group of people to support or adopt a particular idea.

**Examples:** Propaganda is a method of taking opinions and attempting to present them as facts. Propaganda often uses descriptions that are persuasive, definitive and/or absolute (the greatest, the only, the best, etc.). The following examples demonstrate this:

1. A television commercial tells you that Squeaky Clean Detergent is the very best detergent that you can buy.
2. A candidate for mayor says that his platform is the only one that will lower city property taxes.
3. A protestor holds a sign that says, "THE WAR IS UNJUST."
4. A friend tells you to buy your clothes at Denim Mart because everybody is buying their clothes there.

## Fact

**Definition:** Something which exists or has actually happened.

**Examples:** A fact is something that can be proven by logic, reason, or evidence.

1. Water freezes at 32 degrees Fahrenheit and 0 degrees Celsius.
2. George Bush won the 1988 presidential election.
3. The square root of 64 is not 7.
4. Measured in area, Texas is the second largest state in the United States.

## Opinion

**Definition:** A belief not based on absolute certainty or positive knowledge, but on what seems to be true.

**Examples:** Opinions can be strongly held, but they are not facts because their truth can not be proven absolutely. Opinions usually use phrases like "I think that," "we believe that," "she likes," etc.

1. I believe that we should paint the room blue—it would look better than if we painted it red.
2. Based on the index of leading economic indicators, we believe that the economy will improve in the upcoming months.
3. I like Senator Smith's proposal for reducing unemployment.
4. Sue thinks that the new restaurant is a great place to eat.
5. I think that the Maulers will beat the Destroyers in this weekend's game.

**Political Attitude Survey****I. General Information (circle one response to each question)**

1. Sex

(a) male

(b) female

2. Ethnic Origin

(a) Caucasian

(b) African American

(c) Mexican American

(d) Puerto Rican

(e) Hispanic American

(f) Asian American

(g) American Indian

(h) Other

3. Social Class (ask student to categorize him or herself)

(a) Upper class

(b) Middle class

(c) Lower class

(d) Other

4. Political party identification

(a) Democrat

(b) Republican

(c) Independent

(d) Other

5. Is your political party identity:

(a) The same as both your parents

(b) The same as your mother

(c) The same as your father

(d) Different from both your parents

**II. Interest in politics (circle one response to each question)**

6. Would you say that your interest in politics and government is:

(a) High

(b) Low

(c) Average

7. How often do you watch the news on television or listen to it on the radio?
- (a) Daily  
(b) Weekly  
(c) Irregularly  
(d) Seldom
8. How often do you read the political and world news sections of the newspaper?
- (a) Daily  
(b) Weekly  
(c) Irregularly  
(d) Seldom
9. Do you read any of the following magazines at least once a month?
- (a) Time  
(b) Newsweek  
(c) U.S. News and World Report  
(d) New Republic  
(e) National Review  
(f) Other
10. With whom do you discuss politics?
- (a) Teachers  
(b) Family  
(c) Friends  
(d) Union members  
(e) People at work  
(f) Others  
(g) Don't
11. Have you ever worked in a campaign?
- (a) Yes  
(b) No
12. Have you ever worn a button or sticker in support of a candidate?
- (a) Yes  
(b) No

# The Development of Voting Rights in the U.S.

## Major Idea

Students will study voting tradition by learning about significant documents that have influenced our right to vote as Americans.

## Learning Objectives

Students will:

1. identify voting rights guaranteed by Constitutional Amendments 15, 19, 24 and 26
2. list document references to voting rights from the Magna Charta, the English Bill of Rights, the Mayflower Compact, and the Fundamental Orders of Connecticut

## Social Studies Essential Elements

1A, 1B, 1C, 2B, 2C, 2J, 5B, 5C, 5E.

## Materials Needed

Attachment 5: Magna Charta  
Attachment 6: English Bill of Rights  
Attachment 7: Mayflower Compact  
Attachment 8: Fundamental Orders of Connecticut  
Attachment 9: Voting Rights Act of 1965  
Attachment 10: Voting Rights--Tests  
Attachment 11: Voting Rights Act of 1965--Extension  
Attachment 12: 15th Amendment to the U.S. Constitution  
Attachment 13: 19th Amendment to the U.S. Constitution  
Attachment 14: 24th Amendment to the U.S. Constitution  
Attachment 15: 26th Amendment to the U.S. Constitution

## Outline

- I. History and Background of Voting
  - A. European contributions
    1. Magna Charta (**Attachment 5**)
    2. English Bill of Rights (**Attachment 6**)
  - B. Early American Voting
    1. Mayflower Compact (**Attachment 7**)
    2. Fundamental Orders of Connecticut (**Attachment 8**)
    3. United States Constitution
      - a. Amendment 15 (**Attachment 12**)
      - b. Amendment 19 (**Attachment 13**)
      - c. Amendment 24 (**Attachment 14**)
      - d. Amendment 26 (**Attachment 15**)
    4. Voting Rights Act of 1965 as amended in 1970 and 1975 (**Attachments 9-11**)

## Teaching Strategies

1. Discussion: Discuss the history and background of voting in the United States. Include in your discussion how laws and documents have influenced the right to vote. Refer to the information found in **Attachments 5-11**.
2. Cooperative Learning: Assign each group one of the following historical documents: The Magna Charta, the English Bill of Rights, the Mayflower Compact, or the Fundamental Orders of Connecticut.

Each group should be prepared to do the following:

1. Present the major facts found in the document.
  2. Present two examples of democracy found in the document and two examples where democracy is in question. Students should be prepared to justify their examples.
  3. As each group makes their presentation, have the class begin developing a time line tracing the development of voting rights. Continue the time line as other events are studied.
3. Dialogue Debate (**Handbook of Strategies, Strategy No. 21**): The dialogue debate provides a structure discussion of a controversial topic. More than a regular debate, the dialogue debate encourages students to examine many arguments from each point of view.



The teacher should select four students (or four teams) for each debate. Two students (or teams of students) should be assigned to one or more of the following amendments or acts:

**Attachment 12:** 15th Amendment to the U.S. Constitution

**Attachment 13:** 19th Amendment to the U.S. Constitution

**Attachment 14:** 24th Amendment to the U.S. Constitution

**Attachment 15:** 26th Amendment to the U.S. Constitution

**Attachments 9-11:** Voting Rights Act as amended in 1970 and 1975

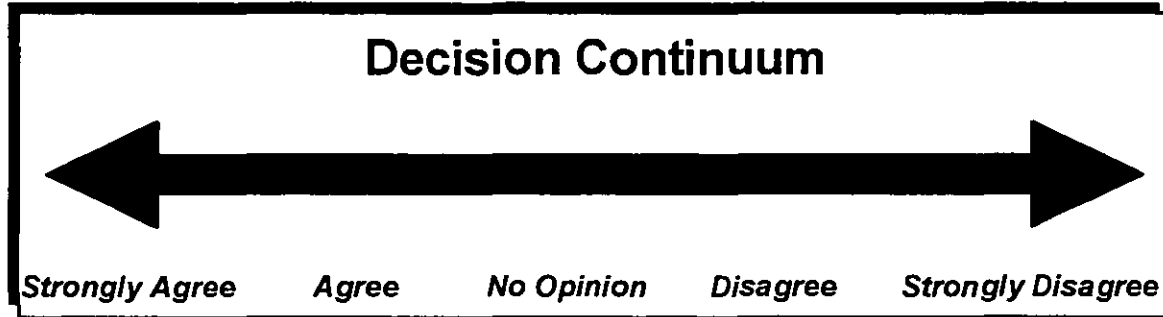
One student (or team) will speak in favor of the amendment or act, the other will speak in opposition to the amendment or act. Students should place themselves in the appropriate historical time period.

After the students have had enough preparation time, the debaters should conduct their debate before the other members of the class who will have opportunities to question the debaters after the completion of two or more rounds. Round I is begun with a spokesperson from one side developing one argument. The teacher should listen and, when one point has clearly been made, the teacher should stop the speaker. At that time a spokesperson from the other side must pick up the first point presented, refute it, and continue to develop a new point favoring an alternate position. Once again the teacher should stop this second speaker as soon as the speaker has developed a new idea. The first side then must respond and develop their idea. The same pattern would be followed with each round consisting of statements from each student or team. Depending upon the complexity of the topic and the amount of preparation, two or more rounds may be needed. At the end of the last round the audience should be encouraged to ask questions and offer additional points. The debaters may ask for a vote from the audience to determine the winning side.

Following the debate the teacher should lead the class in a review of the amendments.

4. Continuum (**Handbook of Strategies, Strategy No. 1**) and Quick Survey (**Handbook of Strategies, Strategy No. 23**): Using a continuum and quick survey (see diagram), have students indicate their opinion on each statement below. Students should be prepared to give reasons for their position. Follow with an open interviewing activity to allow students to elaborate on their positions (**Handbook of Strategies, Strategy No. 7**).
  - a. Perhaps we should not be overly concerned that less than two-thirds of the electorate take part in public elections. Maybe this is a sign of a general satisfaction with the political situation. We would have more reason to be concerned if suddenly all Americans were to become eager to take part and were making all sorts of demands on the government. Intense political activity by large numbers of people could result in severe conflict and disorder.

- b. Most of the people who fail to vote should not vote. They do not know the candidates. They are ignorant of the issues. We might be better off if we did not encourage people who lack education to vote. Maybe our democracy is better off because many lower status citizens are apathetic about politics.



**MAGNA CHARTA  
OR THE  
GREAT CHARTER OF KING JOHN**

**GRANTED AT RUNNYMEDE, JUNE 15, A. D. 1215, IN THE  
SEVENTEENTH YEAR OF HIS REIGN.**

---

John, by the grace of God, King of England, Lord of Ireland, Duke of Normandy, and Aquitaine, and Count of Anjou, to his Archbishops, Bishops, Abbots, Earls, Barons, Justiciaries, Foresters, Sheriffs, Governors, Officers, and to all Bailiffs, and his lieges, greeting. Know ye, that we, in the presence of God, and for the salvation of our soul, and the souls of our ancestors and heirs, and unto the honour of God and the advancement of Holy Church, and amendment of our Realm, by advice of our venerable Fathers, Stephen, Archbishop of Canterbury, Primate of all England and Cardinal of the Holy Roman Church, Henry, Archbishop of Dublin, William of London, Peter of Winchester, Jocelin of Bath and Glastonbury, Hugh of Lincoln, Walter of Worcester, William of Coventry, Benedict of Rochester, Bishops; of Master Pandulph, Sub-Deacon and Familiar of our Lord the Pope, Brother Aymeric, Master of the Knights-Templars in England; and of the Noble Persons, William Marescall, Earl of Pembroke, William, Earl of Salisbury, William, Earl of Warren, William, Earl of Arundel, Alan de Galloway, Constable of Scotland, Warin Fitz Gerald, Peter Fitz Herbert, and Hubert de Burgh, Seneschal of Poitou, Hugh de Neville, Matthew Fitz Herbert, Thomas Basset, Alan Basset, Philip of Albiney, Robert de Roppell, John Mareschal, John Fitz Hugh, and others our liegeman have, in the first place, granted to God, and by this our present

charter confirmed for us and our heirs for ever:

1. That the church of England shall be free, and have her whole rights, and her liberties inviolable; and we will have them so observed, that it may appear thence, that the freedom of elections, which is reckoned chief and indispensable to the English church, and which we granted and confirmed by our charter, and obtained the confirmation of the same from our Lord the Pope Innocent III., before the discord between us and our barons, was granted of mere free will; which charter we shall observe, and we do will it to be faithfully observed by our heirs for ever.

2. We also have granted to all the freemen of our kingdom, for us and for our heirs for ever, all the underwritten liberties, to be had and holden by them and their heirs, of us and our heirs for ever: If any of our earls, or barons, or others, who hold of us in chief by military service, shall die, and at the time of his death his heir shall be of full age, and owe a relief, he shall have his inheritance by the ancient relief; that is to say, the heir or heirs of an earl, for a whole earldom, by a hundred pounds; the heir or heirs of a baron, for a whole barony, by a hundred pounds; the heir or heirs of a knight, for a whole knight's fee, by a hundred shillings at most; and whoever oweth less shall give less, according to the ancient custom of fees.

3. But if the heir of any such shall be under age, and shall be in ward when he comes of age, he shall have his inheritance without relief and without fine.

4. The keeper of the land of such an heir being under age, shall take of the land of the heir none but reasonable issues, reasonable customs, and reasonable services, and that without destruction and waste of his men and his goods; and if we commit the custody of any such lands to the sheriff, or any other who is answerable to us for the issues of the land, and he shall make destruction and waste of the lands which he hath in custody, we will take of him amends, and the land shall be committed to two lawful and discreet men of that fee, who shall answer for the issues to us, or to him to whom we assign them; and if we sell or give to any one the custody of any such lands, and he therein make destruction or waste, he shall lose the same custody, which shall be committed to two lawful and discreet men of that fee, who shall in like manner answer to us as aforesaid.

5. But the keeper, so long as he shall have the custody of the land, shall keep up the houses, parks, warrens, ponds, mills, and other things pertaining to the land, out of the issues of the same land; and shall deliver to the heir when he comes of full age, his whole land, stocked with ploughs and carriages, according as the time of wainage shall require, and the issues of the land can reasonably bear.

6. Heirs shall be married without disparagement, and so that before matrimony shall be contracted those who are near in blood to the heir shall have notice.

7. A widow, after the death of her husband, shall forthwith and without difficulty have her marriage and inheritance; nor shall she give anything for her dower, or her marriage, or her inheritance, which her husband and she held at the day of his death; and she may remain in the mansion house of her husband forty days after his death, within which time her dower shall be assigned.

8. No widow shall be distrained to marry herself, so long as she has a mind to live without a husband; but yet she shall give security that she will not marry without our assent, if she holds of us; or without the consent of the lord of whom she holds, if she hold of another.

9. Neither we nor our bailiffs shall seize any land or rent for any debt, so long as the chattels of the debtor are sufficient to pay the debt; nor shall the sureties of the debtor be distrained so long as the principal debtor has sufficient to pay the debt; and if the principal debtor shall fail in the payment of the debt, not having wherewithal to pay it, then the sureties shall answer the debt; and if they will they shall have the lands and rents of the debtor, until they shall be satisfied for the debt which they paid for him, unless the principal debtor can show himself acquitted thereof against the said sureties.

10. If any one have borrowed anything of the Jews, more or less, and die before the debt be satisfied, there shall be no interest paid for that debt, so long as the heir is under age, of whomsoever he may hold; and if the debt fall into our hands we will only take the chattel mentioned in the deed.

11. And if any one shall die indebted to the Jews, his wife shall have her

dower and pay nothing of that debt; and if the deceased left children under age, they shall have necessaries provided for them, according to the tenement of the deceased; and out of the residue the debt shall be paid, saving however, the service due to the lords; and in like manner shall it be done touching debts due to others than the Jews.

**12.** No scutage or aid shall be imposed in our kingdom, unless by the general council of our kingdom; except for ransoming our person, making our eldest son a knight, and once for marrying our eldest daughter; and for these there shall be paid a reasonable aid. In like manner it shall be concerning the aids of the City of London.

**13.** And the City of London shall have all its ancient liberties and free customs, as well by land as by water: furthermore we will and grant, that all other cities and boroughs, and towns and ports, shall have all their liberties and free customs.

**14.** And for holding the general council of the kingdom concerning the assessment of aids except in the three cases aforesaid, and for the assessing of scutages, we will cause to be summoned the archbishops, bishops, abbots, earls, and greater barons of the realm, singly by our letters. And furthermore we shall cause to be summoned generally by our sheriffs and bailiffs, all others who hold of us in chief, for a certain day, that is to say, forty days before their meeting at least, and to a certain place; and in all letters of such summons we will declare the cause of such summons. And summons being thus made, the business of the day shall proceed on the day appointed, according to the advice of such as shall

be present, although all that were summoned come not.

**15.** We will not for the future grant to any one that he may take aid of his own free tenants, unless to ransom his body, and to make his eldest son a knight, and once to marry his eldest daughter; and for this there shall be only paid a reasonable aid.

**16.** No man shall be distrained to perform more service for a knight's fee, or other free tenement, than is due from thence.

**17.** Common pleas shall not follow our court, but shall be holden in some place certain.

**18.** Assizes of novel disseisin, and of mort d'ancestor, and of darrien presentment, shall not be taken but in their proper counties, and after this manner: We, or, if we should be out of the realm, our chief justiciary, shall send two justiciaries through every county four times a year, who, with four knights, chosen out of every shire by the people, shall hold the said assizes, in the county, on the day, and at the place appointed.

**19.** And if any matters cannot be determined on the day appointed for holding the assizes in each county, so many of the knights and freeholders as have been at the assizes aforesaid, shall stay to decide them, as is necessary, according as there is more or less business.

**20.** A freeman shall not be amerced for a small fault but after the manner of the fault; and for a great crime according to the heinousness of it, saving to him his contentment; and after the same manner a merchant, saving to

him his merchandise. And a villein shall be amerced after the same manner, saving to him his wainage, if he shall fall under our mercy; and none of the aforesaid amerancements shall be assessed but by the oath of honest men in the neighborhood.

**21.** Earls and barons shall not be amerced, but by their peers, and after the degree of the offence.

**22.** No ecclesiastical person shall be amerced for his lay tenement, but according to the proportion of the others aforesaid, and not according to the value of his ecclesiastical benefice.

**23.** Neither a town nor any tenant shall be distrained to make bridges or banks, unless that anciently and of right they are bound to do it.

**24.** No sheriff, constable, coroner, or other our bailiffs, shall hold pleas of the Crown.

**25.** All counties, hundreds, wapentakes, and tythings, shall stand at the old rents, without any increase, except in our demesne manors.

**26.** If any one holding of us a lay-fee die, and the sheriff, or our bailiffs, show our letters patent, of summons for debt which the dead man did owe to us, it shall be lawful for the sheriff or our bailiff to attach and inroll the chattels of the dead, found upon his lay-fee, to the value of the debt, by the view of lawful men, so as nothing be removed until our whole clear debt be paid; and the rest shall be left to the executors to fulfill the testament of the dead, and if there be nothing due from him to us, all the chattels shall go to the use of the dead, saving to his wife and children their reasonable shares.

**27.** If any freeman shall die intestate, his chattels shall be distributed by the hands of his nearest relations and friends, by view of the church; saving to every one his debts which the deceased owed to him.

**28.** No constable or bailiff of ours shall take corn or other chattels of any man, unless he presently give him money for it, or hath respite of payment by the good-will of the seller.

**29.** No constable shall distrain any knight to give money for castle guard, if he himself will do it in his person, or by another able man in case he cannot do it through any reasonable cause. And if we lead him, or send him in an army, he shall be free from such guard for the time he shall be in the army by our command.

**30.** No sheriff or bailiff of ours, or any other, shall take horses or carts of any freeman for carriage, but by the good-will of the said freeman.

**31.** Neither shall we nor our bailiffs take any man's timber for our castles or other uses, unless by the consent of the owner of the timber.

**32.** We will retain the lands of those convicted of felony only one year and a day, and then they shall be delivered to the lord of the fee.

**33.** All weirs for the time to come shall be put down in the rivers of Thames and Medway, and throughout all England, except upon the seacoast.

**34.** The writ which is called Praecipe, for the future, shall not be made out to any one, of any tenement, whereby a freeman may lose his court.

**35.** There shall be one measure of wine and one of ale through our whole realm; and one measure of corn, that is to say, the London quarter; and one breadth of dyed cloth, and russets, and haberjeets, that is to say, two ells within the lists; and it shall be of weights as it is of measures.

**36.** Nothing from henceforth shall be given or taken for a writ of inquisition of life or limb, but it shall be granted freely, and not denied.

**37.** If any do hold of us by fee-farm, or by socage, or by burgage, and he hold also lands of any other by knight's service, we will not have the custody of the heir or land, which is holden of another man's fee by reason of that fee-farm, socage, or burgage; neither will we have the custody of such fee-farm, socage, or burgage, except knight's service was due to us out of the same fee-farm. We will not have the custody of an heir, nor of any land which he holds of another by knight's service, by reason of any petty serjeanty that holds of us, by the service of paying a knife, an arrow, or the like.

**38.** No bailiff from henceforth shall put any man to his law upon his own bare saying, without credible witnesses to prove it.

**39.** No freeman shall be taken or imprisoned, or disseised, or outlawed, or banished, or any ways destroyed, nor will we pass upon him, nor will we send upon him, unless by the lawful judgement of his peers, or by the law of the land.

**40.** To none will we sell, to none will we deny, or delay, right or justice.

**41.** All merchants shall have safe and secure conduct, to go out of, and to come into England, and to stay there, and to pass as well by land as by water, for buying and selling by the ancient and allowed customs without any evil tolls; except in time of war, or when they are of any nation at war with us. And if there be found any such in our land, in the beginning of the war, they shall be attached, without damage to their bodies or goods, until it be known unto us or our chief justiciary, how our merchants be treated in the nation at war with us; and if ours be safe there, the others shall be safe in our dominions.

**42.** It shall be lawful for the time to come, for any one to go out of our kingdom, and return safely and securely, by land or by water, saving his allegiance to us; unless in time of war, by some short space, for the common benefit of the realm, except prisoners and outlaws, according to the law of the land, and people in war with us, and merchants who shall be in such condition as is above mentioned.

**43.** If any man hold of any escheat, as of the honour of Wallingford, Nottingham, Boulogne, Lancaster, or of other escheats which be in our hands, and are baronies, and die, his heir shall give no other relief, and perform no other service to us, than he would to the baron, if it were in the baron's hands; we will hold it after the same manner as the baron held it.

**44.** Those men who dwelt without the forest, from henceforth shall not come before our justiciaries of the forest, upon common summons, unless such as are impleaded, or are pledges for any that are attached for something concerning the forest.

**45.** We will not make any justices, constables, sheriffs, or bailiffs, but of such as know the law of the realm and mean duly to observe it.

**46.** All barons who have founded abbeys, and have the kings of England's charters of advowson, or the ancient tenure thereof, shall have the keeping of them, when vacant, as they ought to have.

**47.** All forests that have been made forests in our time, shall forthwith be disforested; and the same shall be done with the water banks that have been fenced in by us in our time.

**48.** All evil customs concerning forests, warrants, foresters and warreners, sheriffs and their officers, rivers and their keepers, shall forthwith be inquired into in each county, by twelve sworn knights of the same shire, chosen by creditable persons of the same county; and within forty days after the said inquest, be utterly abolished, so as never to be restored: so as we are first acquainted therewith, or our justiciary, if we should not be in England.

**49.** We will immediately give up all hostages and writings delivered unto us by our English subjects, as securities for their keeping the peace, and yielding us faithful service.

**50.** We will entirely remove from our bailiwicks the relations of Gerard de Atheyes, so that for the future they shall have no bailiwick in England; we will also remove Engelard de Cygony, Andrew, Peter, and Gyon, from the Chancery; Gyon de Cygony, Geoffrey de Martyn and his brothers; Philip Mark, and his brothers, and his nephew, Geoffrey, and their whole retinue.

**51.** As soon as peace is restored, we will send out of the kingdom all foreign soldiers, cross-bowmen, and stipendiaries, who are come with horses and arms to the prejudice of our people.

**52.** If any one has been dispossessed or deprived by us, without the legal judgment of his peers, of his lands, castles, liberties, or right, we will forthwith restore them to him; and if any dispute arise upon this head, let the matter be decided by the five-and-twenty barons hereafter mentioned, for the preservation of the peace. As for all those things of which any person has, without the legal judgment of his peers, been dispossessed or deprived, either by King Henry our father, or our brother King Richard, and which we have in our hands, or are possessed by others, and we are bound to warrant and make good, we shall have a respite till the term usually allowed the crusaders; excepting those things about which there is a plea depending, or whereof an inquest hath been made, by our order, before we undertook the crusade, but when we return from our pilgrimage, or if perchance we tarry at home and do not make our pilgrimage, we will immediately cause full justice to be administered therein.

**53.** The same respite we shall have (and in the same manner about administering justice, disafforesting the forests, or letting them continue) for disafforesting the forests, which Henry our father, and our brother Richard have afforested; and for the keeping of the lands which are in another's fee, in the same manner as we have hitherto enjoyed those wardships, by reason of a fee held of us by knight's service; and for the abbeys founded in any other fee than our own, in which the lord of the fee says he has a right; and when we



return from our pilgrimage, or if we tarry at home, and do not make our pilgrimage, we will immediately do full justice to all the complainants in this behalf.

**54.** No man shall be taken or imprisoned upon the appeal of a woman, for the death of any other than her husband.

**55.** All unjust and illegal fines made by us, and all amerancements imposed unjustly and contrary to the law of the land, shall be entirely given up, or else be left to the decision of the five-and-twenty barons hereafter mentioned for the preservation of the peace, or of the major part of them, together with the aforesaid Stephen, archbishop of Canterbury, if he can be present, and others whom he shall think fit to take along with him; and if he cannot be present, the business shall notwithstanding go on without him; but so that if one or more of the aforesaid five-and-twenty barons be plaintiffs in the same cause, they shall be set aside as to what concerns this particular affair, and others be chosen in their room, out of the said five-and-twenty, and sworn by the rest to decide the matter.

**56.** If we have disseised or dispossessed the Welsh, of any lands, liberties, or other things, without the legal judgment of their peers, either in England or in Wales, they shall be immediately restored to them; and if any dispute arise upon this head, the matter shall be determined in the marche by the judgment of their peers; for tenements in England according to the law of England, for tenements in Wales according to the law of Wales, for tenements of the marche according to the law of the marche; the same shall the Welsh do to us and our subjects.

**57.** As for all those things of which a Welshman hath, without the legal judgment of his peers, been disseised or deprived of by King Henry our father, or our brother King Richard, and which we either have in our hands, or others are possessed of, and we are obliged to warrant it, we shall have a respite till the time generally allowed the crusaders; excepting those things about which a suit is depending, or whereof an inquest has been made by our order, before we undertook the crusade; but when we return, or if we stay at home without performing our pilgrimage, we will immediately do them full justice, according to the laws of the Welsh and of the parts before mentioned.

**58.** We will without delay dismiss the son of Llewelin, and all the Welsh hostages, and release them from the engagements they have entered into with us for the preservation of the peace.

**59.** We will treat with Alexander, King of Scots, concerning the restoring his sisters and hostages, and his right and liberties, in the same form and manner as we shall do to the rest of our barons of England; unless by the charters which we have from his father, William, late King of Scots, it ought to be otherwise; but this shall be left to the determination of his peers in our court.

**60.** All the aforesaid customs and liberties, which we have granted to be holden in our kingdom, as much as it belongs to us, towards our people of our kingdom, as well clergy as laity shall observe, as far as they are concerned, towards their tenants.

**61.** And whereas, for the honour of God and the amendment of our king-

dom, and for the better quieting the discord that has arisen between us and our barons, we have granted all these things aforesaid; willing to render them firm and lasting, we do give and grant our subjects the underwritten security, namely, that the barons may choose five-and-twenty barons of the kingdom, whom they think convenient; who shall take care, with all their might, to hold and observe, and cause to be observed, the peace and liberties we have granted them, and by this our present charter confirmed; so that if we, our justiciary, our bailiffs, or any of our officers, shall in any circumstance fail in the performance of them, towards any person, or shall break through any of these articles of peace and security, and the offense be notified to four barons chosen out of the five-and-twenty before mentioned, the said four barons shall repair to us, or our justiciary, if we are out of the realm, and, laying open the grievance, shall petition to have it redressed without delay; and if it be not redressed by us, or if we should chance to be out of the realm, if it should not be redressed by our justiciary, within forty days, reckoning from the time it has been notified to us, or to our justiciary, (if we should be out of the realm,) the four barons aforesaid shall lay the cause before the rest of the five-and-twenty barons; and the said five-and-twenty barons, together with the community of the whole kingdom, shall distrain and distress us in all possible ways, by seizing our castles, lands, possessions, and in any other manner they can, till the grievance is redressed according to their pleasure; saving harmless our own person, and the persons of our queen and children; and when it is redressed, they shall obey us as before. And any person whatsoever in the kingdom, may swear that he will obey the orders of the five-

and-twenty barons aforesaid, in the execution of the premises, and will distress us, jointly with them, to the utmost of his power; and we give public and free liberty to any one that shall please to swear to this, and never will hinder any person from taking the same oath.

**62.** As for all those of our subjects who will not, of their own accord, swear to join the five-and-twenty barons in distraining and distressing us, we will issue orders to make them take the same oath as aforesaid. And if any one of the five-and-twenty barons dies, or goes out of the kingdom, or is hindered any other way from carrying the things aforesaid into execution, the rest of the said five-and-twenty barons may choose another in his room, at their discretion, who shall be sworn in like manner as the rest. In all things that are committed to the execution of these five-and-twenty barons, if, when they are all assembled together, they should happen to disagree about any matter, and some of them, when summoned, will not, or cannot, come, whatever is agreed upon, or enjoined by the major part of those that are present, shall be reputed as firm and valid as if all the five-and-twenty had given their consent; and the aforesaid five-and-twenty shall swear, that all the premises they shall faithfully observe, and cause with all their power to be observed. And we will not, by ourselves, or by any other, procure anything whereby any of these concessions and liberties may be revoked or lessened; and if any such thing be obtained, let it be null and void; neither shall we ever make use of it, either by ourselves or any other. And all the ill will, indignations, and rancours that have arisen between us and our subjects, of the clergy and laity, from the first breaking out of the dissensions

between us, we do fully remit and forgive: moreover all trespasses occasioned by the said dissensions, from Easter in the fifteenth year of our reign, till the restoration of peace and tranquility, we hereby entirely remit to all, both clergy and laity, and as far as in us lies do fully forgive. We have, moreover, caused to be made for them the letters patent testimonial of Stephen, lord archbishop of Canterbury, Henry, lord archbishop of Dublin, and the bishops aforesaid, as also of master Pandulph, for the security and concessions aforesaid.

**63.** Wherefore we will and firmly enjoin, that the Church of England be free, and that all the men in our kingdom have and hold all the aforesaid liberties, rights, and concessions, truly and peaceably, freely and quietly, fully and wholly to themselves and their heirs, of us and our heirs, in all things and places, for ever, as is aforesaid. It is also sworn, as well on our part as on the part of the barons, that all the things aforesaid shall be observed bona fide and without evil subtilty. Given under our hand, in the presence of the witnesses above named, and many others, in the meadow called Runnymede, between Windsor and Staines, the 15th day of June, in the 17th year of our reign.

**THE BILL OF RIGHTS (1688)**

**(1 Will & Mar sess 2 c 2)**

*An Act declaring the Rights and Liberties of the Subject and Settling the Succession of the Crowne*

This Act was given its short title by the Short Titles Act 1896.

The words in square brackets to which there are no specific notes have been written in modern English for the purpose of clarification.

Northern Ireland. This Act applies. The Preamble was repealed in part (Juries), in so far as extending to Northern Ireland, by the SLR Act 1950.

Whereas the lords spirituall and temporall and comons assembled at Westminister lawfully fully and freely representing all estates of the people of this realme did upon the thirteenth day of February in the yeare of our Lord one thousand six hundred eighty eight present unto their Majesties then called and known by the names and stile of William and Mary Prince and Princesse of Orange being present in their proper persons a certaine declaration in writeing made by the said lords and comons in the words following viz

**The heads of declaration of lords and commons, recited--**Whereas the late King James the Second by the assistance of diverse evill councillors judges and ministers imployed by him did endeavour to subvert and extirpate the Protestant religion and the lawes and liberties of this kingdome.

**Dispensing and suspending power--**By assumeing and exerciseing a power of dispensing with and suspending of lawes and the execution of lawes without consent of Parlyament.

**Committing prelates--**By committing and prosecuting diverse worthy prelates for humbly petitioning to be excused from concurring to the said assumed power.

**Ecclesiastical commission--**By issueing and causeing to be executed a commission under the great seale for erecting a court called the court of commissioners for ecclesiasticall causes.

**Levyng money--**By levyng money for and to the use of the Crowne by [pretence] of prerogative for other time and in other manner then the same was granted by Parlyament.

**Standing army--**By raising and keeping a standing army within this kingdome in time of peace without consent of Parlyament and quartering soldiers contrary to law.

**Disarming Protestants, etc--**By causing severall good subjects being protestants to be disarmed at the same time when papists were both armed and imployed contrary to law.

**Violating elections--**By violating the freedome of election of members to serve in Parlyament.

**Illegal prosecutions--**By prosecutions in the Court of King's Bench for matters and causes cognizable onely in Parlyament and by diverse other arbitrary and illegall courses.

**Juries--**And whereas of late yeares partiall corrupt and unqualified

persons have been returned and served on juries in tryalls and particularly diverse jurors in tryalls for high treason which were not freeholders.

**Excessive bail**—And excessive baile hath beene required of persons committed in criminall cases to elude the benefitt of the lawes made for the liberty of the subjects.

**Fines**—And excessive fines have beene imposed.

**Punishments**--And illegal and cruell punishments inflicted.

**Grants of fines, etc, before conviction, etc**—And severall grants and promises made of fines and forfeitures before any conviction or judgement against the persons upon whome the same were to be levyed.

All which are utterly and directly contrary to the knowne lawes and statutes and freedome of this realme.

And whereas the said late King James the Second haveing abdicated the government and the throne being thereby vacant his [Hignesse] the Prince of Orange (whome it hath pleased Almighty God to make the glorious instrument of delivering this kingdome from popery and arbitrary power) did (by the advice of the lords spirituall and temporall and diverse principall persons of the commons) cause letters to be written to the lords spirituall and temporall being protestants and other letters to the severall countyes cities universities boroughs and cinque ports for the choosing of such persons to represent them as were of right to be sent to Parlyament to meete and sitt at Westminster upon the two and twentyeth day of January in this yeare

one thousand six hundred eighty and eight in order to such an establishment as that their religion lawes and liberties might not againe be in danger of being subverted upon which letters elections haveing beene accordingly made.

**The subject's Rights**—And thereupon the said lords spirituall and temporall and commons pursuant to their respective letters and elections being now assembled in a full and free representative of this nation takeing into their most serious consideration the best meanes for attaining the ends aforesaid doe in the first place (as their auncestors in like case have usually done) for the vindicating and asserting their auntient rights and liberties, declare

**[1] Suspending power**—That the pretended power of suspending of laws or the execution of laws by regall authority without consent of Parlyament is illegal.

**Late dispensing power**—That the pretended power of dispensing with laws or the execution of laws by regall authoritie as it hath beene assumed and exercised of late is illegal.

**Ecclesiastical courts illegal**—That the commission for erecting the late court of commissioners for ecclesiasticall causes and all other commissions and courts of like nature are illegal and pernicious.

**Levyng money**—That levyng money for or to the use of the Crowne by [pretence] of prerogative without grant of Parlyament for longer time or in other manner than the same is or shall be granted is illegal.

**Right to petition**—That it is the right of the subjects to petition the King and all commitments and prosecutions for such petitioning are illegal.

**Standing army**—That the raising or keeping a standing army within the kingdome in time of peace unlesse it be with consent of Parlyament is against law.

**Subject's arms**—That the subjects which are protestants may have arms for their defence suitable to their conditions and as allowed by law.

**Freedom of election**—That election of members of Parlyament ought to be free.

**Freedom of speech**—That the freedom of speech and debates or proceedings in Parlyament ought not to be impeached or questioned in any court or place out of Parlyament.

**Excessive bail**—That excessive baile ought not to be required nor excessive fines imposed nor cruell and unusuall punishments inflicted.

**Juries**—That jurors ought to be duly impannelled and returned . . .

**Grants of forfeitures**—That all grants and promises of fines and forfeitures of particular persons before conviction are illegal and void.

**Frequent Parliaments**—And that for redresse of all grievances and for the amending strengthening and preserving of the lawes Parlyaments ought to be held frequently.

**The said right claimed, tender of the crown, regal power exercised, limitation of the crown, new oaths of**

**allegiance, etc**—And they doe claime demand and insist upon all and singular the premises as their undoubted rights and liberties and that noe declarations judgements doeings or proceedings to the prejudice of the people in any of the said premisses ought in any wise to be drawne hereafter into consequence or example. To which demand of their rights they are particularly encouraged by the declaration of his Highnesse the Prince of Orange as being the only meanes for obtaining a full redresse and remedy therein. Haveing therefore an intire confidence that his said Highnesse the Prince of Orange will perfect the deliverance soe farr advanced by him and will still preserve them from the violation of their rights which they have here asserted and from all other attempts upon their religion rights and liberties. The said lords spirituall and temporall and commons assembled at Westminster doe resolve that William and Mary Prince and Princesse of Orange be and be declared King and Queene of England France and Ireland and the dominions thereunto belonging to hold the crowne and royall dignity of the said kingdomes and dominions to them the said prince and princesse dureing their lives and the life of the survivour of them. And that the sole and full exercise of the regall power by onely in and executed by the said Prince of Orange in the names of the said prince and princesse dureing their joynt lives and after their deceases the said crowne and royall dignitie of the said kingdoms and dominions to be to the heires of the body of the said princesse and for default of such issue to the Princesse Anne of Denmarke and the heires of her body and for default of such issue to the heires of the body of the said Prince of Orange And the lords spirituall and temporall and commons doe pray the

said prince and (1) princesse to accept the same accordingly. And that the oathes hereafter mentioned be taken by all persons of whome the oathes of allegiance and supremacy might be required by law instead of them and that the said oathes of allegiance and supremacy be abrogated.

*I A B doe sincerely promise and sweare that I will be faithfull and beare true allegiance to their Majestyes King William and Queen Mary*

*Soe helpe me God*

*I A B doe sweare that I doe from my heart abhor, detest and abjure as impious and hereticall this damnable doctrine and position that princes excommunicated or deprived by the Pope or any authority of the see of Rome may be deposed or murdered by their subjects or any other whatsoever. And I doe declare that noe forreigne prince person prelate, state or potentate hath or ought to have any jurisdiction power superiority preeminence or authoritie ecclesiasticall or spirituall within this realme.*

*Soe help me God. [virtually repealed.]*

**Acceptance of the crown the two Houses to sit, subjects' liberties to be allowed, and ministers hereafter to serve according to the same William and Mary declared King and Queen, limitation of the crown, papists debarred the crown, every King, etc, shall make the declaration of 30 Car 2, if under 12 years old, to be done after attainment thereof, King's and Queen's assent.** Upon which their said Majestyes did accept the crowne and royall dignitie of the kingdoms of England

France and Ireland and the dominions thereunto belonging according to the resolution and desire of the said lords and commons contained in the said declaration. And thereupon their Majestyes were pleased that the said lords spirituall and temporall and commons being the two Houses of Parlyament should continue to sitt and with their Majesties royall concurrence make effectuall provision for the settlement of the religion lawes and liberties of this kingdome soe that the same for the future might not be in danger againe of being subverted, to which the said lords spirituall and temporall and commons did agree and proceede to act accordingly. Now in pursuance of the premises the said lords spirituall and temporall and commons in Parlyament assembled for the ratifying confirming and establishing the said declaration and the articles clauses matters and things therein contained by the force of a law made in due forme by authority of Parlyament doe pray that it may be declared and enacted that all and singular the rights and liberties asserted and claimed in the said declaration are the true auintient and indubitable rights and liberties of the people of this kingdome and soe shall be esteemed allowed adjudged deemed and taken to be and that all and every the particulars aforesaid shall be firmly and strictly holden and observed as they are expressed in the said declaration. And all officers and ministers whatsoever shall serve their Majestyes and their successors according to the same in all times to come. And the said lords spirituall and temporall and commons seriously considering how it hath pleased Almighty God in his marvellous providence and mercifull goodness to this nation to provide and preserve their said Majestyes royall persons most hap-

pily to raigne over us upon the throne of their auncestors for which they render unto him from the bottome of their hearts their humblest thanks and praises doe truely firmly assuredly and in the sincerity of their hearts thinke and doe hereby recognize acknowledge and declare that King James the Second haveing abdicated the government and their Majestyes having accepted the crowne and royall dignity [as2] aforesaid their said Majestyes did become were are and of right ought to be by the lawes of this realme our soveraigne liege lord and lady King and Queene of England France and Ireland and the dominions thereunto belonging in and to whose princely persons the royall state crowne and dignity of the said realmes with all honours stiles titles regalities prerogatives powers jurisdictions and authorities to the same belonging and appertaining are most fully and rightfully and intirely invested and incorporated united and annexed. And for preventing all questions and divisions in this realme by reason of any pretended titles to the crowne and for preserveing a certainty in the succession thereof in and upon which the unity peace tranquillity and safety of this nation doth under God wholly consist and depend the said lords spirituall and temporall and commons doe beseech their Majestyes that it may be enacted established and declared that the crowne and regal government of the said kingdoms and dominions with all and singular the premisses thereunto belonging and appertaining shall bee and continue to their said Majestyes and the survivour of them dureing their lives and the life of the survivour of them and that the entire perfect and full exercise of the regall power and government be onely in and executed by his Majestie in the names of both their Majestyes dureing their joynt lives and

after their deceases the said crowne and premisses shall be and remaine to the heires of the body of her Majestie and for default of such issue to her royall Highnesse the Princess Anne of Denmarke and the heires of her body and for default of such issue to the heires of the body of his said Majestie And thereunto the said lords spirituall and temporall and commons doe in the name of all the people aforesaid most humbly and faithfully submit themselves their heires and posterities for ever and doe faithfully promise that they will stand to maintaine and defend their said Majestyes and alsoe the limitation and succession of the crowne herein specified and contained to the utmost of their powers with their lives and estates against all persons whatsoever that shall attempt any thing to the contrary. And whereas it hath beene found by experience that it is inconsistent with the safety and welfaire of this protestant kingdome to be governed by a popish prince or by any King or Queene marrying a papist the said lords spirituall and temporall and commons doe further pray that it may be enacted that all and every person and persons that is are or shall be reconciled to or shall hold communion with the see or church of Rome or shall professe the popish religion or shall marry a papist shall be excluded and be for ever uncapeable to inherit possesse or enjoy the crowne and government of this realme and Ireland and the dominions thereunto belonging or any part of the same or to have use or exercise any regall power authoritie or jurisdiction within the same [And in all and every such case or cases the people of these realmes shall be and are hereby absolved of their allegiance3] and the said crowne and government shall from time to time descend to and be enjoyed by such person or persons being



protestants as should have inherited and enjoyed the same in case the said person or persons soe reconciled holding communion or professing or marrying as aforesaid were naturally dead [And that every King and Queene of this realme who at any time hereafter shall come to and succede in the imperiall crowne of this kingdome shall on the first day of the meeting of the first Parlyament next after his or her comeing to the crowne sitting in his or her throne in the House of Peeres in the presence of the lords and commons therein assembled or at his or her coronation before such person or persons who shall administer the coronation oath to him or her at the time of his or her takeing the said oath (which shall first happen) make subscribe and audibly repeate the declaration mentioned in the Statute made in the thirtyeth yeare of the raigne of King Charles the Second entituled An Act for the more effectuall preserveing the Kings person and government by disableing papists from sitting in either House of Parlyament But if it shall happen that such King or Queene upon his or her succession to the crowne of this realme shall be under the age of twelve yeares then every such King or Queene shall make subscribe and audibly repeate the said declaration at his or her coronation or the first day of the meeting of the first Parlyament as aforesaid which shall first happen after such King or Queene shall have attained the said age of twelve years<sup>3</sup>] All which their Majestyes are contented and pleased shall be declared enacted and established by authoritie of this present Parliament and shall stand remaine and be the law of this realme for ever And the same are by their said Majesties by and with the advice and consent of the lords spirituall and temporall and commons in Parlyament assembled and by

the authoritie of the same declared enacted and established accordingly

#### NOTES

**Juries.** The words omitted in the portion relating to juries were repealed by the Juries Act 1825, §62, and the SLR Act of 1950.

**Freedom of Speech.** To impugn the report of a select committee of the House of Commons is contrary to this section; see *Dingle v. Associated Newspapers Ltd.* [1960] 1 All ER 294, applied in *Church of Scientology of California v. Johnson-Smith* [1972] 1 QB 522. [1972] 1 All 378.

**Declarations.** The declaration authorized by this section was substituted by the declaration set out in the Accession Declaration Act 1910, Schedule. Pt 2 of this title post. The latter reads as follows:

I [*here insert the name of the Sovereign*] do solemnly and sincerely in the presence of God profess, testify, and declare that I am a faithful Protestant, and that I will, according to the true intent of the enactments which secure the Protestant succession to the Throne of my Realm, uphold and maintain the said enactments to the best of my powers according to the law.

- 1 And.
- 2 Interlined on the roll.
- 3 Annexed to the original Act in a separate schedule.
- 4 The declaration was as follows:

I A:B: doe solemnly and sincerely in the presence of God professe testifie and declare that I do believe that in the sacrament of the Lords Supper there is not any transubstantiation of the elements of bread and wine into the body and blood of Christ at or after the consecration thereof by any person whatsoever; and that the invocation or adoration of the Virgin Mary or any other saint, and the sacrifice of the masses as they are now used in the Church of Rome are superstitious and idolatrous, and I doe solemnly in the presence of God professe testifie and declare that I doe make this declaration and every part thereof in the plaine and ordinary sense of the words read unto me as they are commonly understood by English protestants without any levasion, equivocation or mentall reservation whatsoever and weithout any dispensation already granted me for this purpose by the Pope or any other authority or person whatsoever or without any hope of any such dispensation from any person or authority whatsoever or without thinking that I am or can be acquitted before God or man or absolved of this declaration or any part thereof although the Pope or any other person or persons or power whatsoever should dispense with or annull the same, or declare that it was null and void from the beginning.

2 Non obstantes made void

...noe dispensation by non obstante of or to any statute or any part thereof shall be allowed but...the same shall be held void and of noe effect except a dispensation by allowed of in such statute...

#### NOTE

The words omitted were repealed by the SLR Act 1888 and the SLR Act 1948.

3 (Repealed by the SLR Act 1867).

**COMPACT****MADE ON BOARD THE MAY FLOWER, NOV. 11, 1620.**

In the name of God, amen. We whose names are under written, the loyal subjects of our dread sovereign Lord, King James, by the grace of God, of Great Britain, France and Ireland, King, Defender of the Faith, &c. Having undertaken for the glory of God, and advancement of the christian faith, and the honour of our King and country, a voyage to plant the first colony in the northern parts of Virginia; do by these presents solemnly and mutually, in the presence of God and one another, covenant and combine ourselves together into a civil body politick, for our better ordering and preservation, and furtherance of the ends aforesaid: And by virtue hereof, do enact, constitute and frame such just and equal laws, ordinances, acts, constitutions and officers, from time to time, as shall be thought most meet and convenient for the general good of the colony; into which we promise all due submission and obedience. In witness whereof, we have hereunto subscribed our names, at Cape Cod, the eleventh of November, in the reign of our sovereign Lord, King James, of England, France and Ireland, the eighteenth, and of Scotland the fifty-fourth, Anno. Dom. 1620.

John Carver,  
William Bradford,  
Edward Winslow,  
William Brewster,  
Isaac Allerton,  
Miles Standish,  
John Alden,  
Samuel Fuller,  
Christopher Martin,  
William Mullins,  
William White,  
Richard Warren,  
John Craxton,  
John Billington,  
Joses Fletcher,  
John Goodman,  
Digery Priest,  
Thomas Williams,  
Gilbert Winslow,  
Edmund Margeson,  
Peter Brown,

John Howland,  
Stephen Hopkins,  
Edward Tilly,  
John Tilly,  
Frances Cooke,  
Thomas Rogers,  
Thomas Tinker,  
John Ridgdale,  
Edward Fuller,  
John Turner,  
Francis Eaton,  
James Chilton,  
Richard Bilteridge,  
George Soule,  
Richard Clark,  
Richard Gardiner,  
John Allerton,  
Thomas English,  
Edward Doten,  
Edward Leister.

## **The Fundamental Orders of Connecticut, 1639**

FORASMUCH as it hath pleased the Almighty God by the wise disposition of his divine providence so to order and dispose of things that we the inhabitants and residents of Windsor, Hartford, and Wethersfield are now cohabiting and dwelling in and upon the River of Conectecotte and the lands thereunto adjoining; and well knowing where a people are gathered together the word of God requires that to maintain the peace and union of such a people there should be an orderly and decent Government established according to God, to order and dispose of the affairs of the people at all seasons as occasion shall require; do therefore associate and conjoin ourselves to be as one Public State or Commonwealth; and do, for ourselves and our Successors, and such as shall be adjoined to us at any time hereafter, enter into combination and confederation together, to maintain and preserve the liberty and purity of the gospel of our Lord Jesus which we now profess, as also the discipline of the Churches, which according to the truth of the said gospel is now practiced amongst us; as also in our Civil Affairs to be guided and governed according to such laws, rules, orders, and decrees, as shall be made ordered and decreed, as followeth:—

1. It is Ordered, sentenced, and decreed, that there shall be yearly two General Assemblies or Courts, the one the second Thursday in April, the other the second Thursday in September following; the first shall be called the Court of Election, wherein shall be yearly chosen from time to time so many magistrates and other public officers as shall be found requisite:

whereof one to be chosen Governor for the year ensuing and until another be chosen, and no other magistrate to be chosen for more than one year; provided always there be six chosen besides the Governor; which being chosen and sworn according to an oath recorded for that purpose, shall have power to administer justice according to the laws here established, and for want thereof according to the rule of the word of God; which choice shall be made by all that are admitted freemen and have taken the Oath of Fidelity, and do cohabit within this jurisdiction, (having been admitted inhabitants by the major part of the town wherein they live,) or the major part of such as shall be then present.

2. It is Ordered sentenced, and decreed, that the election of the aforesaid magistrate shall be on this manner: every person present and qualified for choice shall bring in (to the persons deputed to receive them) one single paper, with the name of him written in it whom he desires to have Governor, and he that hath the greatest number of papers shall be Governor for that year. And the rest of the magistrates or public officers to be chosen in this manner: The secretary for the time being shall first read the names of all that are to be put to choice and then shall severally nominated them distinctly, and every one that would have the person nominated to be chosen shall bring in one single paper written upon, and he that would not have him chosen shall bring in a blank; and every one that hath more written papers than blanks shall be a magistrate for that year; which papers shall be received

and told by one or more that shall be then chosen by the court and sworn to be faithful therein; but in case there should not be six chosen as aforesaid, besides the Governor, out of those which are nominated, then he or they which have the most written papers shall be a magistrate or magistrates for the ensuing year, to make up the foresaid number.

3. It is Ordered, sentenced, and decreed, that the secretary shall not nominate any person, nor shall any person be chosen newly into the magistracy, which was not propounded in some General Court before, to be nominated the next election; and to that end it shall be lawful for each of the towns aforesaid by their deputies to nominate any two whom they conceive fit to be put to election; and the court may add so many more as they judge requisite.

4. It is Ordered, sentenced, and decreed, that no person be chosen Governor above once in two years, and that the Governor be always a member of some approved congregation, and formerly of the magistracy within this jurisdiction; and all the magistrates, freemen of this commonwealth; and that no magistrate or other public officer shall execute any part of his or their office before they are severally sworn, which shall be done in the face of the court if they be present, and in case of absence by some deputed for that purpose.

5. It is Ordered, sentenced, and decreed, that to the aforesaid Court of election the several towns shall send their deputies, and when the elections are ended they may proceed in any public service as at other courts. Also the other General Court in September

shall be for making of laws, and any other public occasion which concerns the good of the commonwealth.

6. It is Ordered, sentenced, and decreed, that the Governor shall, either by himself or by the secretary, send out summons to the constables of every town for the calling of these two standing courts, one month at least before their several times: And also if the Governor and the greatest part of the magistrates see cause upon any special occasion to call a General Court, they may give order to the secretary so to do within fourteen days warning: and if urgent necessity so require, upon a shorter notice, giving sufficient grounds for it to the deputies when they meet, or else be questioned for the same; And if the Governor and major part of magistrates shall either neglect or refuse to call the two general standing courts or either of them, as also at other times when the occasions of the commonwealth require, the freemen thereof, or the major part of them, shall petition to them so to do: if then it be either denied or neglected, the said freemen or the major part of them shall have power to give order to the constables of the several towns to do the same, and so may meet together, and choose to themselves a moderator, and may proceed to do any act of power which any other General Court may.

7. It is Ordered, sentenced, and decreed, that after there are warrants given out for any of the said General Courts, the constable or constables of each town shall forthwith give notice distinctly to the inhabitants of the same, in some public assembly or by going or sending from house to house, that at a place and time by him or them limited and set, they meet and assemble

themselves together to elect and choose certain deputies to be at the General Court then following, to agitate the affairs of the commonwealth; which said deputies shall be chosen by all that are admitted inhabitants in the several towns and have taken the oath of fidelity; provided that none be chosen a deputy for any General Court which is not a freeman of this commonwealth.

The foresaid deputies shall be chosen in manner following: every person that is present and qualified as before expressed, shall bring the names of such, written in several papers, as they desire to have chosen for that employment, and these three or four, more or less, being the number agreed on to be chosen for that time, that have the greatest number of papers written for them, shall be deputies for that court; whose names shall be endorsed on the back side of the warrant and returned into the court, with the constable or constables' hand unto the same.

8. It is Ordered, sentenced, and decreed, that Windsor, Hartford, and Wethersfield shall have power, each town, to send four of their freedmen as their deputies to every General Court; and whatsoever other towns shall be hereafter added to this jurisdiction, they shall send so many deputies as the court shall judge meet, a reasonable proportion to the number of freemen that are in the said towns being to be attended therein; which deputies shall have the power of the whole town to give their votes and allowance to all such laws and orders as may be for the public good, and unto which the said towns are to be bound.

9. It is Ordered and decreed, that the deputies thus chosen shall have

power and liberty to appoint a time and place of meeting together before any General Court, to advise and consult of all such things as may concern the good of the public, as also to examine their own elections, whether according to the order, and if they or the greatest part of them find any election to be illegal they may seclude such for present from their meeting, and return the same and their reasons' to the court; and if it prove true, the court may fine the party or parties so intruding and the town, if they see cause and give out a warrant to go to a new election in a legal way, either in part or in whole. Also the said deputies shall have power to fine any that shall be disorderly at their meetings, or for not coming in due time or place according to appointment; and they may return the said fines into the court if it be refused to be paid, and the treasurer to take notice of it, and to estreat or levy the same as he doth other fines.

10. It is Ordered, sentenced, and decreed, that every General Court, except such as through neglect of the Governor and the greatest part of magistrates the freemen themselves do call, shall consist of the Governor, or some one chosen to moderate the court, and four other magistrates at least, with the major part of the deputies of the several towns legally chosen; and in case the freemen or major part of them, through neglect or refusal of the Governor and major part of the magistrates, shall call a court, it shall consist of the major part of freemen that are present or their deputies, with a moderator chosen by them: In which said General Courts shall consist the supreme power of the Commonwealth, and they only shall have power to make laws or repeal them, to grant levies, to admit of freemen, dispose of lands undisposed of, to several towns or

persons, and also shall have power to call either court or magistrate or any other person whatsoever into question for any misdemeanor, and many for just causes displace, or deal otherwise, according to the nature of the offence; and also may deal in any other matter that concerns the good of this commonwealth, except election of magistrates, which shall be done by the whole body of freemen.

In which Court the Governor or Moderator shall have power to order the court, to give liberty of speech, and silence unseasonable and disorderly speakings, to put all things to vote, and in case the vote be equal to have the casting voice. But none of these courts shall be adjourned or dissolved without the consent of the major part of the court.

11. It is ordered, sentenced, and decreed, that when any General Court upon the occasions of the commonwealth have agreed upon any sum or sums of money to be levied upon the several towns within this Jurisdiction, that a committee be chosen to set out and appoint what shall be the proportion of every town to pay of the said levy; provided the committees be made up of an equal number out of each town.

14th January, 1638-39, the 11 Orders above said are voted.

### **THE OATH OF THE GOVERNOR, FOR THE PRESENT.**

I, N.W. being now chosen to be Governor within this Jurisdiction for the year ensuing, and until a new be chosen, do swear by the great and dreadful name of the everliving God, to promote the public good and peace of the same, according to the best of my

skill; as also will maintain all lawful privileges of this commonwealth; as also that all wholesome laws that are or shall be made by lawful authority here established, by duly executed; and will further the execution of justice according to the rule of God's word; so help me God, in the name of the Lord Jesus Christ.

### **THE OATH OF A MAGISTRATE, FOR THE PRESENT.**

I, N.W. being chosen a Magistrate within this Jurisdiction for the year ensuing, do swear by the great and dreadful name of the everliving God, to promote the public good and peace of the same, according to the best of my skill, and that I will maintain all the lawful privileges thereof according to my understanding, as also assist in the execution of all such wholesome laws as are made or shall be made by lawful authority here established, and will further the execution of Justice for the time aforesaid, according to the righteous rule of God's word; so help me God, etc.

### **THE OATH OF A CONSTABLE.**

I, A. B., of W, do swear by the great and dreadful name of the everliving God, that for the year ensuing, and until a new be chosen, I will faithfully execute the office and place of a Constable, for and within the said plantation of W. and the limits thereof, and that I will endeavour to preserve the public peace of the said place, and Commonwealth, and will do my best endeavour to see all watches and wards executed, and to obey and execute all lawful commands or warrants that come from any magistrate or Magistrates or Court; so help me God, in the Lord Jesus Christ.

## VOTING RIGHTS ACT OF 1965

PUBLIC LAW 89-110; 79 STAT. 437

[s. 1564]

An Act to enforce the fifteenth amendment to the Constitution of the United States, and for other purposes.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That:

This Act shall be known as the "Voting Rights Act of 1965".

**Sec. 2.** No voting qualification or prerequisite to voting, or standard, practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote on account of race or color.

**Sec. 3.** (a) Whenever the Attorney General institutes a proceeding under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court shall authorize the appointment of Federal examiners by the United States Civil Service Commission in accordance with section 6 to serve for such period of time and for such political subdivisions as the court shall determine is appropriate to enforce the guarantees of the fifteenth amendment (1) as part of any interlocutory order if the court determines that the appointment of such examiners is necessary to enforce such guarantees or (2) as part of any final judgment if the court finds that violations of the fifteenth amendment justifying equitable relief have occurred in such State or subdivision: *Provided*, That the court need not authorize the appointment of examiners if any incidents of denial or abridgement of the right to

vote on account of race or color (1) have been few in number and have been promptly and effectively corrected by State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable probability of their recurrence in the future.

(b) If in a proceeding instituted by the Attorney General under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court finds that a test or device has been used for the purpose or with the effect of denying or abridging the right of any citizen of the United States to vote on account of race or color, it shall suspend the use of tests and devices in such State or political subdivisions as the court shall determine is appropriate and for such period as it deems necessary.

(c) If in any proceeding instituted by the Attorney General under any statute to enforce the guarantees of the fifteenth amendment in any State or political subdivision the court finds that violations of the fifteenth amendment justifying equitable relief have occurred within the territory of such State or political subdivision, the court, in addition to such relief as it may grant, shall retain jurisdiction for such period as it may deem appropriate and during such period no voting qualification or prerequisite to voting, or standard, practice, or procedure with respect to voting different from that in force or effect at the time the proceeding was commenced shall be enforced unless and until the court finds that such qualification, prerequisite, standard, prac-

tice, or procedure does not have the purpose and will not have the effect of denying or abridging the right to vote on account of race or color: *Provided*, That such qualification, prerequisite, standard, practice, or procedure may be enforced if the qualification, prerequisite, standard, practice, or procedure has been submitted by the chief legal officer or other appropriate official of such State or subdivision to the Attorney General and the Attorney General has not interposed an objection within sixty days after such submission, except that neither the court's finding nor the Attorney General's failure to object shall bar a subsequent action to enjoin enforcement of such qualification, prerequisite, standard, practice, or procedure.

**Sec. 4.** (a) To assure that the right of citizens of the United States to vote is not denied or abridged on account of race or color, no citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply with any test or device in any State with respect to which the determinations have been made under subsection (b) or in any political subdivision with respect to which such determinations have been made as a separate unit, unless, the United States District Court for the District of Columbia in an action for a declaratory judgment brought by such State or subdivision against the United States has determined that no such test or device has been used during the five years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color: *Provided*, That no such declaratory judgment shall issue with respect to any plaintiff for a period of five years after the entry of a final judgment of any court of the United States, other than the denial of a declaratory judgment under this section, whether

entered prior to or after the enactment of this Act, determining that denials or abridgments of the right to vote on account of race or color through the use of such tests or devices have occurred anywhere in the territory of such plaintiff.

An action pursuant to this subsection shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and any appeal shall lie to the Supreme Court. The court shall retain jurisdiction of any action pursuant to this subsection for five years after judgment and shall reopen the action upon motion of the Attorney General alleging that a test or device has been used for the purpose or with the effect of denying or abridging the right to vote on account of race or color.

If the Attorney General determines that he has no reason to believe that any such test or device has been used during the five years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color, he shall consent to the entry of such judgment.

(b) The provisions of subsection (a) shall apply in any State or in any political subdivision of a state which (1) the Attorney General determines maintained on November 1, 1964, any test or device, and with respect to which (2) the Director of the Census determines that less than 50 per centum of the persons of voting age residing therein were registered on November 1, 1964, or that less than 50 per centum of such persons voted in the presidential election of November 1964.

A determination or certification of the Attorney General or of the Director of the Census under this section or under section 6 or section 13 shall not



be reviewable in any court and shall be effective upon publication in the Federal Register.

(c) The phrase "test or device" shall mean any requirement that a person as a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or

(4) prove his qualifications by the voucher of registered voters or members of any other class.

(d) For purposes of this section no State or political subdivision shall be determined to have engaged in the use of tests or devices for the purpose or with the effect of denying or abridging the right to vote on account of race or color if (1) incidents of such use have been few in number and have been promptly and effectively corrected by State or local action, (2) the continuing effect of such incidents has been eliminated, and (3) there is no reasonable probability of their recurrence in the future.

(e) (1) Congress hereby declares that to secure the rights under the fourteenth amendment of persons educated in American-flag schools in which the predominant classroom language was other than English, it is necessary to prohibit the States from conditioning the right to vote of such persons on ability to read, write, understand, or interpret any matter in the English language.

(2) No person who demonstrates that he has successfully completed the sixth primary grade in a public school in, or a private school accredited by, any State or territory, the District of Columbia, or the Commonwealth of Puerto Rico in which the predominant classroom language was other than English, shall be denied the right to vote in any

Federal, State, or local election because of his inability to read, write, understand, or interpret any matter in the English language, except that in States in which State law provides that a different level of education is presumptive of literacy, he shall demonstrate that he has successfully completed an equivalent level of education in a public school in, or a private school accredited by, any State or territory, the District of Columbia, or the Commonwealth of Puerto Rico in which the predominant classroom language was other than English.

**Sec. 5.** Whenever a State or political subdivision with respect to which the prohibitions set forth in section 4(a) are in effect shall enact or seek to administer any voting qualification or prerequisite to voting, or standard, practice, or procedure with respect to voting different from that in force or effect on November 1, 1964, such State or subdivision may institute an action in the United States District Court for the District of Columbia for a declaratory judgment that such qualification, prerequisite, standard, practice, or procedure does not have the purpose and will not have the effect of denying or abridging the right to vote on account of race or color, and unless and until the court enters such judgment no person shall be denied the right to vote for failure to comply with such qualification, prerequisite, standard, practice, or procedure: *Provided*, That such qualification, prerequisite, standard, practice, or procedure may be enforced without such proceeding if the qualification, prerequisite, standard, practice, or procedure has been submitted by the chief legal officer or other appropriate official of such State or subdivision to the Attorney General and the Attorney General has not interposed an objection within sixty

days after such submission, except that neither the Attorney General's failure to object nor a declaratory judgment entered under this section shall bar a subsequent action to enjoin enforcement of such qualification, prerequisite, standard, practice, or procedure. Any action under this section shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and any appeal shall lie to the Supreme Court.

**Sec. 6.** Whenever (a) a court has authorized the appointment of examiners pursuant to the provisions of section 3(a), or (b) unless a declaratory judgment has been rendered under section 4(a), the Attorney General certifies with respect to any political subdivision named in, or included within the scope of, determinations made under section 4(b) that (1) he has received complaints in writing from twenty or more residents of such political subdivision alleging that they have been denied the right to vote under color of law on account of race or color, and that he believes such complaints to be meritorious, or (2) that in his judgment (considering, among other factors, whether the ratio of non-white persons to white persons registered to vote within such subdivision appears to him to be reasonably attributable to violations of the fifteenth amendment or whether substantial evidence exists that bona fide efforts are being made within such subdivision to comply with the fifteenth amendment), the appointment of examiners is otherwise necessary to enforce the guarantees of the fifteenth amendment, the Civil Service Commission shall appoint as many examiners for such subdivision as it may deem appropriate to prepare and maintain lists of persons eligible to vote in Federal, State, and local elections. Such examiners, hearing

officers provided for in section 9(a), and other persons deemed necessary by the Commission to carry out the provisions and purposes of this Act shall be appointed, compensated, and separated without regard to the provisions of any statute administered by the Civil Service Commission, and service under this Act shall not be considered employment for the purposes of any statute administered by the Civil Service Commission, except the provisions of section 9 of the Act of August 2, 1939, as amended (5 U.S.C. 118i), prohibiting partisan political activity: *Provided*, That the Commission is authorized, after consulting the head of the appropriate department or agency, to designate suitable persons in the official service of the United States, with their consent, to serve in these positions. Examiners and hearing officers shall have the power to administer oaths.

**Sec. 7.** (a) The examiners for each political subdivision shall, at such places as the Civil Service Commission shall by regulation designate, examine applicants concerning their qualifications for voting. An application to an examiner shall be in such form as the Commission may require and shall contain allegations that the applicant is not otherwise registered to vote.

(b) Any person whom the examiner finds, in accordance with instructions received under section 9(b), to have the qualifications prescribed by State law not inconsistent with the Constitution and laws of the United States shall promptly be placed on a list of eligible voters. A challenge to such listing may be made in accordance with section 9(a) and shall not be the basis for a prosecution under section 12 of this Act. The examiner shall certify and transmit such list, and any supplements as appropriate, at least once a month, to the offices of the appropriate

election officials, with copies to the Attorney General and the attorney general of the State, and any such lists and supplements thereto transmitted during the month shall be available for public inspection on the last business day of the month and in any event not later than the forty-fifth day prior to any election. The appropriate State or local election official shall place such names on the official voting list. Any person whose name appears on the examiner's list shall be entitled and allowed to vote in the election district of his residence unless and until the appropriate election officials shall have been notified that such person has been removed from such list in accordance with subsection (d): *Provided*, That no person shall be entitled to vote in any election by virtue of this Act unless his name shall have been certified and transmitted on such a list to the offices of the appropriate election officials at least forty-five days prior to such election.

(c) The examiner shall issue to each person whose name appears on such a list a certificate evidencing his eligibility to vote.

(d) A person whose name appears on such a list shall be removed therefrom by an examiner if (1) such person has been successfully challenged in accordance with the procedure prescribed in section 9, or (2) he has been determined by an examiner to have lost his eligibility to vote under State law not inconsistent with the Constitution and the laws of the United States.

**Sec. 8.** Whenever an examiner is serving under this Act in any political subdivision, the Civil Service Commission may assign, at the request of the Attorney General, one or more persons, who may be officers of the United States, (1) to enter and attend at any place for

holding an election in such subdivision for the purpose of observing whether persons who are entitled to vote are being permitted to vote, and (2) to enter and attend at any place for tabulating the votes cast at any election held in such subdivision for the purpose of observing whether votes cast by persons entitled to vote are being properly tabulated. Such persons so assigned shall report to an examiner appointed for such political subdivision, to the Attorney General, and if the appointment of examiners has been authorized pursuant to section 3(a), to the court.

**Sec. 9.** (a) Any challenge to a listing on an eligibility list prepared by an examiner shall be heard and determined by a hearing officer appointed by and responsible to the Civil Service Commission and under such rules as the Commission shall by regulation prescribe. Such challenge shall be entertained only if filed at such office within the State as the Civil Service Commission shall by regulation designate, and within ten days after the listing of the challenged person is made available for public inspection, and if supported by (1) the affidavits of at least two persons having personal knowledge of the facts constituting grounds for the challenge, and (2) a certification that a copy of the challenge and affidavits have been served by mail or in person upon the person challenged at his place of residence set out in the application. Such challenge shall be determined within fifteen days after it has been filed. A petition for review of the decision of the hearing officer may be filed in the United States court of appeals for the circuit in which the person challenged resides within fifteen days after service of such decision by mail on the person petitioning for review but no decision of a hearing officer shall be reversed

unless clearly erroneous. Any person listed shall be entitled and allowed to vote pending final determination by the hearing officer and by the court.

(b) The times, places, procedures, and form for application and listing pursuant to this Act and removals from the eligibility lists shall be prescribed by regulations promulgated by the Civil Service Commission and the Commission shall, after consultation with the Attorney General, instruct examiners concerning applicable State law not inconsistent with the Constitution and laws of the United States with respect to (1) the qualifications required for listing, and (2) loss of eligibility to vote.

(c) Upon the request of the applicant or the challenger or on its own motion the Civil Service Commission shall have the power to require by subpoena the attendance and testimony of witnesses and the production of documentary evidence relating to any matter pending before it under the authority of this section. In case of contumacy or refusal to obey a subpoena, any district court of the United States or the United States court of any territory or possession, or the District Court of the United States for the District of Columbia, within the jurisdiction of which said person guilty of contumacy or refusal to obey is found or resides or is domiciled or transacts business, or has appointed an agent for receipt of service of process, upon application by the Attorney General of the United States shall have jurisdiction to issue to such person an order requiring such person to appear before the Commission or a hearing officer, there to produce pertinent, relevant, and nonprivileged documentary evidence if so ordered, or there to give testimony touching the matter under investigation; and any failure to obey such order of the court may be punished by said court as a contempt thereof.

**Sec. 10.** (a) The Congress finds that the requirement of the payment of a poll tax as a precondition to voting (i) precludes persons of limited means from voting or imposes unreasonable financial hardship upon such persons as a precondition to their exercise of the franchise, (ii) does not bear a reasonable relationship to any legitimate State interest in the conduct of elections, and (iii) in some areas has the purpose or effect of denying persons the right to vote because of race or color. Upon the basis of these findings, Congress declares that the constitutional right of citizens to vote is denied or abridged in some areas by the requirement of the payment of a poll tax as a precondition to voting.

(b) In the exercise of the powers of Congress under section 5 of the fourteenth amendment and section 2 of the fifteenth amendment, the Attorney General is authorized and directed to institute forthwith in the name of the United States such actions, including actions against States or political subdivisions, for declaratory judgment or injunctive relief against the enforcement of any requirement of the payment of a poll tax as a precondition to voting, or substitute therefor enacted after November 1, 1964, as will be necessary to implement the declaration of subsection (a) and the purposes of this section.

(c) The district courts of the United States shall have jurisdiction of such actions which shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code and any appeal shall lie to the Supreme Court. It shall be the duty of the judges designated to hear the case to assign the case for hearing at the earliest practicable date, to participate in the hearing and determination

thereof, and to cause the case to be in every way expedited.

(d) During the pendency of such actions, and thereafter if the courts, notwithstanding this action by the Congress, should declare the requirement of the payment of a poll tax to be constitutional, no citizen of the United States who is a resident of a State or political subdivision with respect to which determinations have been made under subsection 4(b) and a declaratory judgment has not been entered under subsection 4(a), during the first year he becomes otherwise entitled to vote by reason of registration by State or local officials or listing by an examiner, shall be denied the right to vote for failure to pay a poll tax if he tenders payment of such tax for the current year to an examiner or to the appropriate State or local official at least forty-five days prior to election, whether or not such tender would be timely or adequate under State law. An examiner shall have authority to accept such payment from any person authorized by this Act to make an application for listing, and shall issue a receipt for such payment. The examiner shall transmit promptly any such poll tax payment to the office of the State or local official authorized to receive such payment under State law, together with the name and address of the applicant.

**Sec. 11.** (a) No person acting under color of law shall fail or refuse to permit any person to vote who is entitled to vote under any provision of this Act or is otherwise qualified to vote, or willfully fail or refuse to tabulate, count, and report such person's vote.

(b) No person, whether acting under color of law or otherwise, shall intimidate, threaten, or coerce, or attempt to intimidate, threaten, or coerce any person for voting or attempting to vote, or intimidate, threaten, or coerce,

or attempt to intimidate, threaten, or coerce any person for urging or aiding any person to vote or attempt to vote, or intimidate, threaten, or coerce any person for exercising any powers or duties under section 3(a), 6, 8, 9, 10, or 12(e).

(c) Whoever knowingly or willfully gives false information as to his name, address, or period of residence in the voting district for the purpose of establishing his eligibility to register or vote, or conspires with another individual for the purpose of encouraging his false registration to vote or illegal voting, or pays or offers to pay or accepts payment either for registration to vote or for voting shall be fined not more than \$10,000 or imprisoned not more than five years, or both: *Provided, however,* That this provision shall be applicable only to general, special, or primary elections held solely or in part for the purpose of selecting or electing any candidate for the office of President, Vice President, presidential elector, Member of the United States Senate, Member of the United States House of Representatives, or Delegates or Commissioners from the territories or possessions, or Resident Commissioner of the Commonwealth of Puerto Rico.

(d) Whoever, in any matter within the jurisdiction of an examiner or hearing officer knowingly and willfully falsifies or conceals a material fact, or makes any false, fictitious, or fraudulent statements or representations, or makes or uses any false writing or document knowing the same to contain any false, fictitious, or fraudulent statement or entry, shall be fined not more than \$10,000 or imprisoned not more than five years, or both.

**Sec. 12.** (a) Whoever shall deprive or attempt to deprive any person of any right secured by section 2, 3, 4, 5, 7, or 10 or shall violate section 11 (a) or

(b), shall be fined not more than \$5,000, or imprisoned not more than five years, or both.

(b) Whoever, within a year following an election in a political subdivision in which an examiner has been appointed (1) destroys, defaces, mutilates, or otherwise alters the marking of a paper ballot which has been cast in such election, or (2) alters any official record of voting in such election tabulated from a voting machine or otherwise, shall be fined not more than \$5,000, or imprisoned not more than five years, or both.

(c) Whoever conspires to violate the provisions of subsection (a) or (b) of this section, or interferes with any right secured by section 2, 3, 4, 5, 7, 10, or 11(a) or (b) shall be fined not more than \$5,000, or imprisoned not more than five years, or both.

(d) Whenever any person has engaged or there are reasonable grounds to believe that any person is about to engage in any act or practice prohibited by section 2, 3, 4, 5, 7, 10, 11, or subsection (b) of this section, the Attorney General may institute for the United States, or in the name of the United States, an action for preventive relief, including an application for a temporary or permanent injunction, restraining order, or other order, and including an order directed to the State and State or local election officials to require them (1) to permit persons listed under this Act to vote and (2) to count such votes.

(e) Whenever in any political subdivision in which there are examiners appointed pursuant to this Act any persons allege to such an examiner within forty-eight hours after the closing of the polls that notwithstanding (1) their listing under this Act or registration by an appropriate election official and (2) their eligibility to vote, they have not

been permitted to vote in such election, the examiner shall forthwith notify the Attorney General if such allegations in his opinion appear to be well founded. Upon receipt of such notification, the Attorney General may forthwith file with the district court an application for an order providing for the marking, casting, and counting of the ballots of such persons and requiring the inclusion of their votes in the total vote before the results of such election shall be deemed final and any force or effect given thereto. The district court shall hear and determine such matters immediately after the filing of such application. The remedy provided in this subsection shall not preclude any remedy available under State or Federal law.

(f) The district courts of the United States shall have jurisdiction of proceedings instituted pursuant to this section and shall exercise the same without regard to whether a person asserting rights under the provisions of this Act shall have exhausted any administrative or other remedies that may be provided by law.

**Sec. 13.** Listing procedures shall be terminated in any political subdivision of any State (a) with respect to examiners appointed pursuant to clause (b) of section 6 whenever the Attorney General notifies the Civil Service Commission, or whenever the District Court for the District of Columbia determines in an action for declaratory judgment brought by any political subdivision with respect to which the Director of the Census has determined that more than 50 per centum of the nonwhite persons of voting age residing therein are registered to vote, (1) that all persons listed by an examiner for such subdivision have been placed on the appropriate voting registration roll, and (2) that there is no longer reasonable cause to believe that persons will be deprived of or

denied the right to vote on account of race or color in such subdivision, and (b), with respect to examiners appointed pursuant to section 3(a), upon order of the authorizing court. A political subdivision may petition the Attorney General for the termination of listing procedures under clause (a) of this section, and may petition the Attorney General to request the Director of the Census to take such survey or census as may be appropriate for the making of the determination provided for in this section. The District Court for the District of Columbia shall have jurisdiction to require such survey or census to be made by the Director of the Census and it shall require him to do so if it deems the Attorney General's refusal to request such survey or census to be arbitrary or unreasonable.

**Sec. 14.** (a) All cases of criminal contempt arising under the provisions of this Act shall be governed by section 151 of the Civil Rights Act of 1957 (42 U.S.C. 1995).

(b) No court other than the District Court for the District of Columbia or a court of appeals in any proceeding under section 9 shall have jurisdiction to issue any declaratory judgment pursuant to section 4 or section 5 or any restraining order or temporary or permanent injunction against the execution or enforcement of any provision of this Act or any action of any Federal officer or employee pursuant hereto.

(c) (1) The terms "vote" or "voting" shall include all action necessary to make a vote effective in any primary, special, or general election, including, but not limited to, registration, listing pursuant to this Act, or other action required by law prerequisite to voting, casting a ballot, and having such ballot counted properly and included in the appropriate totals of votes cast with respect to candidates for public or party office and propositions for which votes are received in an election.

(2) The term "political subdivision" shall mean any county or parish, except that where registration for voting is not con-

ducted under the supervision of a county or parish, the term shall include any other subdivision of a State which conducts registration for voting.

(d) In any action for a declaratory judgment brought pursuant to section 4 or section 5 of this Act, subpoenas for witnesses who are required to attend the District Court for the District of Columbia may be served in any judicial district of the United States: *Provided*, That no writ of subpoena shall issue for witnesses without the District of Columbia at a greater distance than one hundred miles from the place of holding court without the permission of the District Court for the District of Columbia being first had upon proper application and cause shown.

**Sec. 15.** Section 2004 of the Revised Statutes (42 U.S.C. 1971),<sup>23</sup> as amended by section 131 of the Civil Rights Act of 1957 (71 Stat. 637), and amended by section 601 of the Civil Rights Act of 1960 (74 Stat. 90), and as further amended by section 101 of the Civil Rights Act of 1964 (78 Stat. 241), is further amended as follows:

(a) Delete the word "Federal" wherever it appears in subsections (a) and (c);

(b) Repeal subsection (f) and designate the present subsections (g) and (h) as (f) and (g), respectively.

**Sec. 16.** The Attorney General and the Secretary of Defense, jointly, shall make a full and complete study to determine whether, under the laws or practices of any State or States, there are preconditions to voting, which might tend to result in discrimination against citizens serving in the Armed Forces

of the United States seeking to vote. Such officials shall, jointly, make a report to the Congress not later than June 30, 1966, containing the results of such study, together with a list of any States in which such preconditions exist, and shall include in such report such recommendations for legislation as they deem advisable to prevent discrimination in voting against citizens serving in the Armed Forces of the United States.

**Sec. 17.** Nothing in this Act shall be construed to deny, impair, or otherwise adversely affect the right to vote of any person registered to vote under the law of any State or political subdivision.

**Sec. 18.** There are hereby authorized to be appropriated such sums as are necessary to carry out the provisions of this Act.

**Sec. 19.** If any provision of this Act or the application thereof to any person or circumstances is held invalid, the remainder of the Act and the application of the provision to other persons not similarly situated or to other circumstances shall not be affected thereby.

Approved August 6, 1965.



June 22

VOTING RIGHTS--TESTS

P.L. 91-285

## VOTING RIGHTS—TESTS

Public LAW 91-285; 84 STAT. 314

[H.R. 4249]

An Act to extend the Voting Rights Act of 1965 with respect to the discriminatory use of tests, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That:*

This Act may be cited as the "Voting Rights Act Amendments of 1970".

Sec. 2. The Voting Rights Act of 1965 (79 Stat. 437; 42 U.S.C. 1973 et seq.)<sup>31</sup> is amended by inserting therein, immediately after the first section thereof, the following title caption:

**"TITLE I—VOTING RIGHTS".**

**Sec. 3.** Section 4(a) of the Voting Rights Act of 1965 (79 Stat. 438; 42 U.S.C. 1973b)<sup>32</sup> is amended by striking out the words "five years" wherever they appear in the first and third paragraphs thereof, and inserting in lieu thereof the words "ten years".

**Sec. 4.** Section 4(b) of the Voting Rights Act of 1965 (79 Stat. 438; 42 U.S.C. 1973b)<sup>33</sup> is amended by adding at the end of the first paragraph thereof the following new sentence: "On and after August 6, 1970, in addition to any State or political subdivision of a State determined to be subject to subsection (a) pursuant to the previous sentence, the provisions of subsection (a) shall apply in any State or any political subdivision of a State which (i) the Attorney General determines maintained on November 1, 1968, any test or device, and with respect to which (ii) the Director of the Census determines that less than 50 per centum of the persons of voting age residing therein were registered on November 1, 1968, or that less than 50

per centum of such persons voted in the presidential election of November 1968."

**Sec. 5.** Section 5 of the Voting Rights Act of 1965 (79 Stat. 439; 42 U.S.C. 1973c)<sup>34</sup> is amended by (1) inserting after "section 4(a)" the following: "based upon determinations made under the first sentence of section 4(b)", and (2) inserting after "1964," the following: "or whenever a State or political subdivision with respect to which the prohibitions set forth in section 4(a) based upon determinations made under the second sentence of section 4(b) are in effect shall enact or seek to administer any voting qualification or prerequisite to voting, or standard, practice, or procedure with respect to voting different from that in force or effect on November 1, 1968,".

**Sec. 6.** The Voting Rights Act of 1965 (79 Stat. 437; 42 U.S.C. 1973 et seq.)<sup>35</sup> is amended by adding at the end thereof the following new titles:

**"TITLE II—SUPPLEMENTAL PROVISIONS****"APPLICATION OF PROHIBITION TO OTHER STATES**

"Sec. 201. (a) Prior to August 6, 1975, no citizen shall be denied, because of his failure to comply with any test or device, the right to vote in any Federal, State, or local election conducted in any State or political subdivision of a State as to which the provisions of section 4(a) of this Act are not in effect by reason of determinations made under section 4(b) of this Act.

"(b) As used in this section, the term 'test or device' means any requirement that a person is a prerequisite for voting or registration for voting (1) demonstrate the ability to read, write, understand, or interpret any matter, (2) demonstrate any educational achievement or his knowledge of any particular subject, (3) possess good moral character, or (4) prove his qualifications by the voucher of registered voters or members of any other class.

**"RESIDENCE REQUIREMENTS FOR VOTING**

"Sec. 202. (a) The Congress hereby finds that the imposition and application of the durational residency requirement as a precondition to voting for the offices of President and Vice President, and the lack of sufficient opportunities for absentee registration and absentee balloting in presidential elections—

"(1) denies or abridges the inherent constitutional right of citizens to vote for their President and Vice President;  
 "(2) denies or abridges the inherent constitutional right of citizens to enjoy their free movement across State lines;  
 "(3) denies or abridges the privileges and immunities guaranteed to the

citizens of each State under article IV, section 2, clause 1, of the Constitution;  
 "(4) in some instances has the impermissible purpose or effect of denying citizens the right to vote for such officers because of the way they may vote;  
 "(5) has the effect of denying to citizens the equality of civil rights, and due process and equal protection of the laws that are guaranteed to them under the fourteenth amendment; and  
 "(6) does not bear a reasonable relationship to any compelling State interest in the conduct of presidential elections.

"(b) Upon the basis of these findings, Congress declares that in order to secure and protect the above-stated rights of citizens under the Constitution, to enable citizens to better obtain the enjoyment of such rights, and to enforce the guarantees of the fourteenth amendment, it is necessary (1) to completely abolish the durational residency requirement as a precondition to voting for President and Vice President, and (2) to establish nationwide, uniform standards relative to absentee registration and absentee balloting in presidential elections.

"(c) No citizen of the United States who is otherwise qualified to vote in any election for President and Vice President shall be denied the right to vote for electors for President and Vice President, or for President and Vice President, in such election because of the failure of such citizen to comply with any durational residency requirement of such State or political subdivision; nor shall any citizen of the United States be denied the right to vote for electors for President and Vice President, or for President and Vice President, in such election because of the failure of such citizen to be physically present in such State or political subdivision at the time of such election, if such citizen shall have complied with the requirements

prescribed by the law of such State or political subdivision providing for the casting of absentee ballots in such election.

"(d) For the purposes of this section, each State shall provide by law for the registration or other means of qualification of all duly qualified residents of such State who apply, not later than thirty days immediately prior to any presidential election, for registration or qualification to vote for the choice of electors for President and Vice President or for President and Vice President in such election; and each State shall provide by law for the casting of absentee ballots for the choice of electors for President and Vice President, or for President and Vice President, by all duly qualified residents of such State who may be absent from their election district or unit in such State on the day such election is held and who have applied therefor not later than seven days immediately prior to such election and have returned such ballots to the appropriate election official of such State not later than the time of closing of the polls in such State on the day of such election.

"(e) If any citizen of the United States who is otherwise qualified to vote in any State or political subdivision in any election for President and Vice President has begun residence in such State or political subdivision after the thirtieth day next preceding such election and, for that reason, does not satisfy the registration requirements of such State or political subdivision he shall be allowed to vote for the choice of electors for President and Vice President, or for President and Vice President, in such election, (1) in person in the State or political subdivision in which he resided immediately prior to his removal if he had satisfied, as of the date of his change of residence, the

requirements to vote in that State or political subdivision, or (2) by absentee ballot in the State or political subdivision in which he resided immediately prior to his removal if he satisfies, but for his nonresident status and the reason for his absence, the requirements for absentee voting in that State or political subdivision.

"(f) No citizen of the United States who is otherwise qualified to vote by absentee ballot in any State or political subdivision in any election for President and Vice President shall be denied the right to vote for the choice of electors for President and Vice President, or for President and Vice President, in such election because of any requirement of registration that does not include a provision for absentee registration.

"(g) Nothing in this section shall prevent any State or political subdivision from adopting less restrictive voting practices than those that are prescribed herein.

"(h) The term 'State' as used in this section includes each of the several States and the District of Columbia.

"(i) The provisions of section 11(c) shall apply to false registration, and other fraudulent acts and conspiracies, committed under this section.

#### **"JUDICIAL RELIEF**

"Sec. 203. Whenever the Attorney General has reason to believe that a State or political subdivision (a) has enacted or is seeking to administer any test or device as a prerequisite to voting in violation of the prohibition contained in section 201, or (b) undertakes to deny the right to vote in any election in violation of section 202, he may institute for the United States, or in the name of the United States, an action in a district court of the United States, in accordance with sections 1391 through 1393

of title 28, United States Code, for a restraining order, a preliminary or permanent injunction, or such other order as he deems appropriate. An action under this subsection shall be heard and determined by a court of three judges in accordance with the provisions of section 2282 of title 28 of the United States Code and any appeal shall be to the Supreme Court.

**"PENALTY**

"Sec. 204. Whoever shall deprive or attempt to deprive any person of any right secured by section 201 or 202 of this title shall be fined not more than \$5,000, or imprisoned not more than five years, or both.

**"SEPARABILITY**

"Sec. 205. If any provision of this Act or the application of any provision thereof to any person or circumstance is judicially determined to be invalid, the remainder of this Act or the application of such provision to other persons or circumstances shall not be affected by such determination.

**"TITLE III—REDUCING VOTING AGE TO EIGHTEEN IN FEDERAL, STATE, AND LOCAL ELECTIONS**

**"DECLARATION AND FINDINGS**

"Sec. 301. (a) The Congress finds and declares that the imposition and application of the requirement that a citizen be twenty-one years of age as a precondition to voting in any primary or in any election—

"(1) denies and abridges the inherent constitutional rights of citizens

eighteen years of age but not yet twenty-one years of age to vote—a particularly unfair treatment of such citizens in view of the national defense responsibilities imposed upon such citizens;

"(2) has the effect of denying to citizens eighteen years of age but not yet twenty-one years of age the due process and equal protection of the laws that are guaranteed to them under the fourteenth amendment of the Constitution; and

"(3) does not bear a reasonable relationship to any compelling State interest.

"(b) In order to secure the constitutional rights set forth in subsection (a), the Congress declares that it is necessary to prohibit the denial of the right to vote to citizens of the United States eighteen years of age or over.

**"PROHIBITION**

"Sec. 302. Except as required by the Constitution, no citizen of the United States who is otherwise qualified to vote in any State or political subdivision in any primary or in any election shall be denied the right to vote in any such primary or election on account of age if such citizen is eighteen years of age or older.

**"ENFORCEMENT**

"Sec. 303. (a) (1) In the exercise of the powers of the Congress under the necessary and proper clause of section 8, article I of the Constitution, and section 5 of the fourteenth amendment of the Constitution, the Attorney General is authorized and directed to institute in the name of the United States such actions against States or political subdivisions, including actions for injunctive relief, as he may determine to be nec-

essary to implement the purposes of this title.

"(2) The district courts of the United States shall have jurisdiction of proceedings instituted pursuant to this title, which shall be heard and determined by a court of three judges in accordance with the provisions of section 2284 of title 28 of the United States Code, and any appeal shall lie to the Supreme Court. It shall be the duty of the judges designated to hear the case to assign the case for hearing and determination thereof, and to cause the case to be in every way expedited.

"(b) Whoever shall deny or attempt to deny any person of any right secured by this title shall be fined not more than \$5,000 or imprisoned not more than five years, or both.

#### **"DEFINITION**

"Sec. 304. As used in this title the term 'State' includes the District of Columbia.

#### **"EFFECTIVE DATE**

"Sec. 305. The provisions of title III shall take effect with respect to any primary or election held on or after January 1, 1971."

Approved June 22, 1970.

**PUBLIC LAW 94-73 [H.R. 6219]; Aug. 6, 1975****VOTING RIGHTS ACT OF 1965—EXTENSION**

An Act to amend the Voting Rights Act of 1965 to extend certain provisions for an additional seven years, to make permanent the ban against certain prerequisites to voting, and for other purposes.

*Be it enacted by the Senate and House of Representatives of the Voting Rights United States of America in Congress assembled,*

**TITLE I**

**SEC. 101.** Section 4(a) of the Voting Rights Act of 1965 is amended by striking out "ten" each time it appears and inserting in lieu thereof "seventeen".

**SEC. 102.** Section 201(a) of the Voting Rights Act of 1965 is amended by—

- (1) striking out "Prior to August 6, 1975, no" and inserting "No" in lieu thereof; and
- (2) striking out "as to which the provisions of section 4 (a) of this Act are not in effect by reason of determinations made under section 4(b) of this Act." and inserting in lieu thereof a period.

**TITLE II**

**SEC. 201.** Section 4(a) of the Voting Rights Act of 1965 is amended by—

- (1) inserting immediately after "determinations have been made under" the following: "the first two sentences of";
- (2) adding at the end of the first paragraph thereof the following new sentence: "No citizen shall be denied the right to vote in any Federal, State, or local election because of his failure to comply, with any test or device in any State with respect to which the determinations have been made under the third sentence of subsection (b) of this section or in any political subdivision

with respect to which such determinations have been made as a separate unit unless the United States District Court for the District of Columbia in an action for a declaratory judgment brought by such State or subdivision against the United States has determined that no such test or device has been used during the ten years preceding the filing of the action for the purpose or with the effect of denying or abridging the right to vote on account of race or color or in contravention of the guarantees set forth in section 4(f) (2): Provided, That no such declaratory judgment shall issue with respect to any plaintiff for a period of ten years after the entry of a final judgment of any court of the United States, other than the denial of a declaratory judgment under this section, whether entered prior to or after the enactment of this paragraph, determining that denials or abridgments of the right to vote on account of race or color, or in contravention of the guarantees set forth in section 4(f) (2) through the use of tests or devices have occurred anywhere in the territory of such plaintiff.";

(3) striking out "the action" in the third paragraph thereof and by inserting in lieu thereof "an action under the first sentence of this subsection"; and

(4) inserting immediately after the third paragraph thereof the following new paragraph:

--If the Attorney General determines that he has no reason to believe that any such test or device has been used during the ten years preceding the filing of an action under the second sentence of this subsection for the purpose or with the effect of denying or abridging the right to vote on account of race or color, or in contravention of the guarantees set forth in section 4(f)(2), he shall consent to the entry of such judgment."

**SEC.202.** Section 4(b) of the Voting Rights Act of 1965 is amended by adding at the end of the first paragraph thereof the following: --On and after August 6, 1975, in addition to any State or political subdivision of a State determined to be subject to subsection (a) pursuant to the previous two sentences, the provisions of subsection (a) shall apply in any State or any political subdivision of a State which the Attorney General determines maintained on November 1, 1972, test or device, and with respect to which (ii) the Director of the Census determines that less than 50 per centum of the citizens of voting age were registered on November 1, 1972, or that less than 50 per centum of such persons voted in the Presidential election of November 1972."

**SEC.203.** Section 4 of the Voting Rights Act of 1965 is amended by adding the following new subsection:

--(f)(1) The Congress finds that voting discrimination against citizens of language minorities is pervasive and national in scope. Such minority citizens are from environments in which the dominant language is other than English. In addition they have been denied equal educational opportunities by State and local governments, resulting in severe disabilities and continuing illiteracy in the English language. The Congress further finds that where State and local officials conduct elections only in English, language minority citi-

zens are excluded from participating in the electoral process. In many areas of the country this exclusion is aggravated by acts of physical, economic and political intimidation. The Congress declares that, in order to enforce the guarantees of the fourteenth and fifteenth amendments to the United States Constitution, it is necessary to eliminate such discrimination by prohibiting English-only elections, and by prescribing other remedial devices.

"(2) No voting qualification or prerequisite to voting, or standard practice, or procedure shall be imposed or applied by any State or political subdivision to deny or abridge the right of any citizen of the United States to vote because he is a member of a language minority group.

"(3) In addition to the meaning given the term under section 4(c), the term 'test or device' shall also mean any practice or requirement by which any State or political subdivision provided any registration or voting notices, forms, instructions, assistance, or other materials or information relating to the electoral process, including ballots, only in the English language, where the Director of the Census determines that more than five per centum of the citizens of voting age residing in such State or political subdivision are members of a single language minority. With respect to section 4(b), the term 'test or device', as defined in this subsection, shall be employed only in making the determinations under the third sentence of that subsection.

"(4) Whenever any State or political subdivision subject to the prohibitions of the second sentence of section 4(a) provides any registration or voting notices, forms, instructions, assistance, or other materials or information relating to the electoral process, including ballots, it shall provide them in the language of

the applicable language minority group as well as in the English language: Provided, That where the language of the applicable minority group is oral or unwritten, the State or political subdivision is only required to furnish oral instructions, assistance, or other information relating to registration and voting."

**SEC. 204.** Section 5 of the Voting Rights Act of 1965 is amended by inserting after "November 1, 1968." the following: "or whenever a State or political subdivision with respect to which the prohibitions set forth in section 4(a) based upon determinations made under the third sentence of section 4(b) are in effect shall enact or seek to administer any voting qualification or prerequisite to voting, or standard, practice, or procedure with respect to voting different from that in force or effect on November 1, 1972,".

**SEC. 205.** Sections 3 and 6 of the Voting Rights Act of 1965 are each amended by striking out "fifteenth amendment" each time it appears and inserting in lieu thereof "fourteenth or fifteenth amendment".

**SEC. 206.** Sections 2, 3, the second paragraph of section 4(a), and sections 4(d), 5, 6, and 13 of the Voting Rights Act of 1965 are each amended by adding immediately after "on account of race or color" each time it appears the following: ", or in contravention of the guarantees set forth in section 4(f)(2)".

**SEC. 207.** Section 14(c) is amended by adding at the end the following new paragraph:

"(3) The term 'language minorities' or 'language minority group' means persons who are American Indian, Asian American, Alaskan Natives or of Spanish heritage."

**SEC. 208.** If any amendments made by this Act or the application of any provision thereof to any person or

circumstance is judicially determined to be invalid, the remainder of the Voting Rights Act of 1965, or the application of such provision to other persons or circumstances shall not be affected by such determination.

### TITLE III

**SEC. 301.** The Voting Rights Act of 1965 is amended by inserting the following new section immediately after section 202:

#### "BILINGUAL ELECTION REQUIREMENTS

**"SEC. 203.** (a) The Congress finds that, through the use of various practices and procedures, citizens of language minorities have been effectively excluded from participation in the electoral process. Among other factors, the denial of the right to vote of such minority group citizens is ordinarily directly related to the unequal educational opportunities afforded them, resulting in high illiteracy and low voting participation. The Congress declares that, in order to enforce the guarantees of the fourteenth and fifteenth amendments to the United States Constitution, it is necessary to eliminate such discrimination by prohibiting these practices, and by prescribing other remedial devices

"(b) Prior to August 6, 1985, no State or political subdivision shall provide registration or voting notices, forms, instruction, assistance, or other materials or information relating to the electoral process, including ballots, only in the English language if the Director of the Census determines (i) that more than 5 percent of the citizens of voting age of such State or political subdivision are members of a single language minority and (ii) that the illiteracy rate of such persons as a group is higher than the



national illiteracy rate: Provided, That the prohibitions of this subsection shall not apply in any political subdivision which has less than five percent voting age citizens of each language minority which comprises over five percent of the statewide population of voting age citizens. For purposes of this subsection, illiteracy means the failure to complete the fifth primary grade. The determinations of the Director of the Census under this subsection shall be effective upon publication in the Federal Register and shall not be subject to review in any court.

“(c) Whenever any State of political subdivision subject to the prohibition of subsection (b) of this section provides any registration or voting notices, forms, instructions, assistance, or other materials or information relating to the electoral process, including ballots, it shall provide them in the language of the applicable minority group as well as in the English language: Provided, That where the language of the applicable minority group is oral or unwritten or in the case of Alaskan natives, if the predominant language is historically unwritten, the State or political subdivision is only required to furnish oral instructions, assistance, or other information relating to registration and voting.

“(d) Any State or political subdivision subject to the prohibition of subsection (b) of this section, which seeks to provide English-only registration or voting materials or information, including ballots, may file an action against the United States in the United States District Court for a declaratory judgment permitting such provision. The court shall grant the requested relief if it determines that the illiteracy rate of the applicable language minority group within the State of political subdivision is equal to or less than the national illiteracy rate.

“(e) For purposes of this section, the term ‘language minorities’ or ‘language minority group’ means persons who are American Indian, Asian American, Alaskan Natives, or of Spanish heritage.”

**SEC. 302. Sections 203, 204 and 205** of the Voting Rights Act of 1965, are redesignated as 204, 205, and 206, respectively.

**SEC. 303.** Section 203 of the Voting Rights Act of 1965, as redesignated section 204 by section 302 of this Act, is amended by inserting immediately after “in violation of section 202,” the following: “or 203.”

**SEC. 304 Section 204** of the Voting Rights Act of 1965, as redesignated section 205 by section 302 of this Act, is amended by striking out “or 202” and inserting in lieu thereof “,202, or 203”.

#### TITLE IV

**SEC. 401. Section 3** of the Voting Rights Act of 1965 is amended by striking out “Attorney General” the first three times it appears and inserting in lieu thereof the following “Attorney General or an aggrieved person”.

**SEC. 402. Section 14** of the Voting Rights Act of 1965 is amended by adding at the end thereof the following new subsection:

“(e) In any action or proceeding to enforce the voting guarantees of the fourteenth or fifteenth amendment, the court, in its discretion, may allow the prevailing party, other than the United States, a reasonable attorney’s fee as part of the costs.”

**SEC. 403. Title II** of the Voting Rights Act of 1965 is amended by adding at the end thereof the following new section:

**"SEC. 207.** (a) Congress hereby directs the Director of the Census forthwith to conduct a survey to compile registration and voting statistics (i) in every State or political subdivision with respect to which the prohibitions of section 4(a) of the Voting Rights Act of 1965 are in effect for every statewide general election for Members of the United States House of Representatives after January 1, 1974; and (ii) in every State or political subdivision for any election designated by the United States Commission on Civil Rights. Such surveys shall only include a count of citizens of voting age, race or color, and national origin, and a determination of the extent to which such persons are registered to vote and have voted in the elections surveyed.

"(b) In any survey under subsection (a) of this section no person shall be compelled to disclose his race, color, national origin, political party affiliation, or how he voted (or the reasons therefor), nor shall any penalty be imposed for his failure or refusal to make such disclosures. Every person interrogated orally, by written survey or questionnaire, or by any other means with respect to such information shall be fully advised of his right to fail or refuse to furnish such information.

"(c) The Director of the Census shall, at the earliest practicable time, report to the Congress the results of every survey conducted pursuant to the provisions of subsection (a) of this section.

"(d) The provisions of section 9 and chapter 7 of title 13 of the United States Code shall apply to any survey, collection, or compilation of registration and voting statistics carried out under subsection (a) of this section."

**SEC. 404.** Section 11(c) of the Voting Rights Act of 1965 is amended by inserting after "Columbia," the fol-

lowing words: "Guam, or the Virgin Islands."

**SEC. 405.** Section 5 of the Voting Rights Act of 1965 is amended—

(1) by striking out "except that neither" and inserting in lieu thereof the following: "or upon good cause shown, to facilitate an expedited approval within sixty days after such submission, the Attorney General has affirmatively indicated that such objection will not be made. Neither an affirmative indication by the Attorney General that no objection will be made, nor":

(2) by placing after the words "failure to object" a comma; and

(3) by inserting immediately before the final sentence thereof following: "In the event the Attorney General affirmatively indicates that no objection will be made within the sixty-day period following receipt of a submission, the Attorney General may reserve the right to reexamine the submission if additional information comes to his attention during the remainder of the sixty-day period which would otherwise require objection in accordance with this section."

**SEC. 406.** Section 203 of the Voting Rights Act of 1965, as redesignated 204 by section 302 of this Act, is amended by striking out "section 2282 of title 28" and inserting "section 2284 of title 28" in lieu thereof.

**SEC 407. Title III** of the Voting Rights Act of 1965 is amended to read as follows:

**"TITLE III—EIGHTEEN-YEAR-OLD VOTING AGE**

**"ENFORCEMENT OF  
TWENTY-SIXTH AMENDMENT**

**"SEC. 301.** (a)(1) The Attorney General is directed to institute, in the name of the United States, such actions against States or political subdivisions, including actions for injunctive relief, as

he may determine to be necessary to implement the twenty-sixth article of amendment to the Constitution of the United States.

"(2) The district courts of the United States shall have jurisdiction of proceedings instituted under this title, which shall be heard and determined by a court of three judges in accordance with section 2284 of title 28 of the United States Code, and any appeal shall lie to the Supreme Court. It shall be the duty of the judges designated to hear the case to assign the case for hearing and determination thereof, and to cause the case to be in every way expedited.

"(b) Whoever shall deny or attempt to deny any person of any right secured by the twenty-sixth article of amendment to the Constitution of the United States shall be fined not more than \$5,000 or imprisoned not more than five years, or both.

#### "DEFINITION

"**SEC. 302.** As used in this title, the term 'State' includes the District of Columbia."

**SEC. 408.** Section 10 of the Voting Rights Act of 1965 is amended—

(1) by striking out subsection (d);

(2) in subsection (b), by inserting "and section 2 of the twenty-fourth amendment" immediately after "fifteenth amendment"; and

(3) by striking out "and" the first time it appears in subsection

(b) and inserting in lieu thereof a comma.

**SEC. 409.** Section 11 of the Voting Rights Act of 1965 is amended by adding at the end the following new subsection:

"(e)(1) Whoever votes more than once in an election referred to in paragraph (2) shall be fined not more than

\$10,000 or imprisoned not more than five years, or both.

"(2) The prohibition of this subsection applies with respect to any general, special, or primary election held solely or in part for the purpose of selecting or electing any candidate for the office of President, Vice President, presidential elector, Member of the United States Senate, Member of the United States House of Representatives, Delegate from the District of Columbia, Guam, or the Virgin Islands, or Resident Commissioner of the Commonwealth of Puerto Rico.

"(3) As used in this subsection, the term 'votes more than once' does not include the casting of an additional ballot if all prior ballots of that voter were invalidated, nor does it include the voting in two jurisdictions under section 202 of this Act, to the extent two ballots are not cast for an election to the same candidacy or office."

**SEC. 410.** Section 3 of the Voting Rights Act of 1965 is amended by inserting immediately before "guarantees" each time it appears the following "voting".

Approved August 6, 1975.

# **CONSTITUTION OF THE UNITED STATES**

## **Amendment XV**

Section 1. The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color, or previous condition of servitude.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

# CONSTITUTION OF THE UNITED STATES

## Amendment XIX

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.

Congress shall have power to enforce this article by appropriate legislation.

# CONSTITUTION OF THE UNITED STATES

## Amendment XXIV

Section 1. The right of citizens of the United States to vote in any primary or other election for President or Vice-President, for electors for President or Vice-President, or for Senator or Representative in Congress, shall not be denied or abridged by the United States or any State by reason of failure to pay any poll tax or other tax.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

# CONSTITUTION OF THE UNITED STATES

## Amendment XXVI

Section 1. The right of citizens of the United States, who are eighteen years of age or older, to vote shall not be denied or abridged by the United States or by any State on account of age.

Section 2. The Congress shall have power to enforce this article by appropriate legislation.

# The Women's Suffrage Movement

## Major Idea

Students will study and understand the Women's Suffrage Movement and how it influenced history and voting in the United States.

## Learning Objectives

Students will:

1. trace the development of the Women's Suffrage Movement
2. identify individuals who played a significant role in the Women's Suffrage Movement
3. analyze the impact of the 19th Amendment on Presidential Elections between 1928 and 1991
4. compare and contrast issues facing women in the 1900's with current issues.

## Social Studies Essential Elements

1A, 2C, 2D, 4F, 5D.

## Materials Needed

Attachment 16: "The Women's Suffrage Movement"

Attachment 17: "The History of Women's Suffrage in Texas"

## Outline

The following individuals, associations, and amendments should be studied:

- I. The Grimke sisters
- II. Lucretia Mott
- III. Elizabeth Cady Stanton
- IV. Susan B. Anthony



- V. National American Women's Suffrage Association
  - A. Lucy Stone/Alice Stone Blackwell
  - B. Henry Blackwell
  - C. Carrie Chapman Catt
  - D. Dr. Anna Howard Shaw
  - E. Alice Paul
- VI. Texas Equal Rights Association
  - A. Rebecca Henry Hayes
  - B. Elizabeth Goode Houston
- VII. Texas Women's Suffrage Association
- VIII. Ratification of the 19th Amendment

### Teaching Strategies

1. Read and discuss in class:
  - Attachment 16: "The Women's Suffrage Movement"
  - Attachment 17: "The History of the Women's Suffrage Movement in Texas"
2. Have groups develop, print, and distribute to the class a newspaper on the issue of Women's Suffrage. The newspaper should contain biographies, information, editorials, political cartoons, and advertisements within the given topic. Students may use **Attachments 16 and 17** as a reference.
3. Relating past to present:
  - A. If a reform group were investigating problems in American society today, what five issues might they find of major concern to women? The groups should share opinions and rank the top three (**Handbook of Strategies, Strategy No. 4**). After the top three issues have been determined, assign each issue to a group. Each group should prepare a position paper and present it to the class for discussion. The students should compare their findings to early Women's Rights movements. For example, students could discuss strategies for reforms used now and then. Use a seminar format for the presentation.
  - B. If you were a member of a reform group concerned about women's rights, how would you propose to make local and state governments more responsive to women's issues? Develop a plan to share with the class.

## ***The Women's Suffrage Movement***

The first portion of this unit is a timeline of the significant events in the National Women's Suffrage Movement in the United States. Representative speeches, letters, addresses and newspaper articles are included for each entry on the timeline. Following the timeline is a narrative description of the history of women's suffrage in Texas, taken largely from A. Taylor's Citizens at Last, The Women's Suffrage Movement in Texas (1987). Finally, the ideology of the Women's Suffrage Movement is briefly discussed, highlighting the two major themes of equality, justice, expediency, or social benefit.

### **A. National Timeline**

**1830's** - The Grimke sisters (Angelina Grimke Weld and Sarah Grimke Smith) of South Carolina began to organize the Abolitionist Movement among women. This was the first time women became politically active in the United States.

**1840** - Lucretia Mott and Elizabeth Cady Stanton met in London at the meeting of the International Anti-Slavery Society and were denied seats at the meeting because of their sex.

**1848** - The Women's Rights Movement in America originated when a convention to protest women's political, economic, and social inferiority was led by Ms. Stanton and Ms. Mott in Seneca Falls, New York. A Declaration of Sentiments was adopted by the participants at the Seneca Falls convention.

**1850's** - National women's rights conventions were held annually beginning in 1851. Women became active in the Temperance Movement, only to be excluded from the World Temperance Convention of 1853 because of their sex. Led by Ms. Stanton and Susan B. Anthony, the Women's Rights Movement pressed for state legislatures to grant property rights to women.

**1861-65** - The Civil War intervened. Ms. Stanton and Ms. Anthony founded the Women's National Loyal League committed to support for the 13th Amendment, abolishing slavery, and to the goal of women's suffrage.

**1865** - The 13th Amendment abolishing slavery was passed and ratified.

**1866** - At the 11th National Women's Rights Convention, held in New York City, the American Equal Rights Association (AERA) was formed, with the purpose of pressing for the equal rights of all citizens, regardless of race, color or sex. This was an attempt to bridge the gap between the now-successful Abolitionist Movement and the cause for women's suffrage. In spite of petitions, joint resolutions, and an Address to Congress adopted by the 11th National Convention, the 14th Amendment passed, incorporating into the Constitution the word "male" for the first time.

**1869** - The 14th Amendment was ratified and the 15th Amendment was proposed, which would give black men the right to vote. Ms. Anthony proposed that the AERA sponsor an amendment giving women the right to vote, which the abolitionist members of the AERA strongly opposed. This conflict was the end of the AERA. Two women's organizations formed to replace the AERA:

- (1) The National Women's Suffrage Association (NWSA) led by Ms. Anthony and Ms. Stanton limited its membership to women. The NWSA was committed to a federal constitutional amendment granting women's suffrage.
- (2) The American Women's Suffrage Association (AWSA) was formed by former AERA members still committed to the Abolitionist Movement and to state-by-state referenda as the means to achieve women's suffrage. Lucy Stone and her husband Henry Blackwell were the leaders of the AWSA.

**1872** - The NWSA held its first convention and elected Ms. Anthony as its president. The initial intention was to form a new political party, because neither the Democrats nor the Republicans had supported women's suffrage. Without the right to vote, however, a separate political party had little meaning. Therefore, NWSA sent delegations to the presidential conventions of the existing parties in 1872. The result was a "splinter" in the Republican platform, the first time women had been so recognized in the political arena.

**1873** - Susan B. Anthony was convicted of voting in New York's election for the representative to the U.S. Congress and fined \$100. Ms. Anthony's purpose for voting in this election was to test whether the 14th Amendment, which declared that "all persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the state wherein they reside," guaranteed to women as citizens the right to vote.

**July 4, 1876** - The Declaration of Rights for Women by the NWSA was read by Susan B. Anthony to the crowd in front of Independence Hall, Philadelphia, Pennsylvania, after the reading of the 1776 Declaration of Independence in honor of the Centennial.

**1878** - The "Susan B. Anthony Amendment" was proposed by Joint Resolution to Congress, as drafted by NWSA. The AWSA still supported state-by-state reform as the only means of obtaining suffrage for women.

**1890** - At the urging of Alice Stone Blackwell, daughter of Lucy Stone and Henry Blackwell, the NWSA and the AWSA merged into the National American Women's Suffrage Association (NAWSA).

**Attachment 16, page 3**

**1892** - Elizabeth Cady Stanton presented her "Solitude of Self" address to the U.S. Senate Committee on Women's Suffrage.

**1900** - Carrie Chapman Catt became the President of NAWSA. Less loyal to ideology than her predecessors, Ms. Stanton and Ms. Anthony, Ms. Catt was devoted to political expediency and organization as the most important means to achieve women's suffrage.

**1903** - The NAWSA Convention was held in New Orleans. NAWSA's tolerance for racism to gain support for women's suffrage in the South became evident at this convention. White supremacists in the South had supported literacy requirements for voting as a means to prevent black men from exercising their right to vote. Speakers at the New Orleans NAWSA Convention argued that granting women's suffrage would further this purpose.

**1904** - Dr. Anna Howard Shaw became NAWSA's president, replacing Ms. Catt.

**1913** - Illinois became the first state east of the Mississippi River to give suffrage to women, although limited to presidential and municipal elections.

An elaborate suffrage parade was staged on March 3, 1913, the day before President Wilson's inauguration. Alice Paul, chairwoman of NAWSA's Congressional Committee organized the parade. When the procession reached Pennsylvania Avenue, a mob was waiting. Police did little to contain the mob and many parade participants were injured.

While still chairwoman of the NAWSA Congressional Committee, Alice Paul formed the Congressional Union (CU) for women's suffrage, as a competing organization to NAWSA. Leaving NAWSA, Ms. Paul led the CU in holding the Democrats as the majority party in Congress responsible for withholding enfranchisement from women. In contrast to NAWSA, the CU campaigned against Democratic candidates directly and employed "militant tactics" to publicize the cause of women's suffrage.

**1915** - NAWSA regained prominence under the renewed leadership of Ms. Catt, whose plan was to use the state victories as the impetus for passage of a federal amendment.

**1916** - President Woodrow Wilson addressed the NAWSA convention held in Atlantic City, New Jersey. This speech was viewed as a turning point signaling the inevitability of a federal amendment granting women's suffrage.

**1917** - New York, a key state, extended suffrage to women. The U.S. entered World War I and the government formed the Women's Committee of the Council of National Defense with Dr. Shaw as its chairwoman. The Committee's purpose was to organize the war effort among the nation's women. CU changed its name to the National Women's Party, still headed

by Ms. Paul. Members of the NWP staged demonstrations outside the White House and burned President Wilson's speeches to show that they held the President responsible for women's disenfranchisement. With the U.S. embroiled in World War I, the NWP's demonstrations were not popular, but did bring publicity to the Suffrage Movement.

**1918** - World War I ended. The House Committee on Women's Suffrage held a four day hearing on a Joint Suffrage Resolution. Ms. Catt and Dr. Shaw spoke for NAWSA, Ms. Paul for the NWP, and former Senator Joseph W. Bailey of Texas spoke for the anti-suffragists. The House passed the Resolution by a single vote.

**1919** - Following the end of World War I, the Parliaments of Great Britain and of Canada granted suffrage to women. The Joint Resolution for Women's Suffrage came to a Senate vote, but was defeated. After the 66th Congress took office, President Wilson called them into special session and recommended that the Suffrage Amendment be passed. The House and Senate passed the Joint Resolution on June 4, 1919. Ms. Catt formed the League of Women Voters to "finish the fight" for women's suffrage.

**1920** - The 19th Amendment giving women the right to vote was finally ratified by the 36th state, Tennessee, 42 years after the Susan B. Anthony Amendment was first presented to Congress and 40 years after the 15th Amendment was ratified.

## *The History of Women's Suffrage in Texas*

The women's suffrage movement in Texas began long before the State's ratification of the Nineteenth Amendment in 1919. As early as the 1868 Texas Constitutional Convention, T.H. Mundine of Burleson County offered a declaration stating that all persons meeting age, residence, and citizenship requirements be deemed qualified electors "without distinction of sex." This declaration was tabled and referred to committee, which subsequently recommended to the Convention that Mundine's declaration be adopted. Journal of the Reconstruction Convention, White Met at Austin, Texas, Vol. I, P. 245 (Austin 1870). A minority report from the committee, however, urged the rejection of the declaration suggesting that women's influence would not be increased through enfranchisement. The minority report voiced the opinion that voting was "unwomanly" and that a "true woman" would not desire to mingle in the busy noise of election days. The full convention rejected women's suffrage by a vote of 52 to 13. (Id., Vol. II, 414.)

The women's suffrage movement in Texas was relatively stagnant until 1893 when Mrs. Rebecca Henry Hayes of Galveston issued a call for a convention of men and women to meet in Dallas to form a Texas Equal Rights Association. To a large extent, the 1893 call for women's rights was a product of the renewed national women's suffrage movement which was at that time gaining momentum across the nation. At the 1893 convention, the Texas Equal Rights Association was organized and Mrs. Hayes was elected president. Mrs. S.L. Trumble of Dallas was elected as the association's first vice-president. The Texas Equal Rights Association was intended to be an auxiliary of the National American Women's Suffrage Association (NAWSA), the dominant national women's suffrage organization. In 1893, a women's congress was held at the Texas State Fair at which Mrs. Hayes delivered an address on Women and the Ballot." In her address, Mrs. Hayes stated: "so long as any constitution of any state in the United States contains the clause 'that all men 21 years of age, not a pauper, criminal or fool are entitled to vote,' then in common justice all women 21 and not a pauper, criminal or fool should be entitled to vote." Dallas Morning News, November 7, 1893.

In the year that followed, the Texas Equal Rights Association continued to expand. By 1894, seven local societies of the association had been formed. Texas women continued to meet periodically to discuss and combat difficulties encountered in the suffrage movement including difficulty motivating members. Unfortunately, many Texas women did not join the suffrage movement for fear of ridicule. Association leaders urged women to make a strong demand for their rights and that "without equal suffrage, government was not of the people, but of 'one-half of the people.'" (Citizens at Last, the Women's Suffrage Movement in Texas, p. 18 (1897) (quoting Dallas Morning News, June 9, 1894).)

During the time that the women's suffrage movement was gaining momentum in Texas, the majority of men continued to oppose women's suffrage. In 1894, the Dallas Morning News and the San Antonio Express published the opinions of Texas men on women's suffrage, some of which are set forth below:

J.W. Crayton of Rockwall, ex-floater from the 30th senatorial district, thought that while women's voting might have a good effect upon legislation, it would tend to degrade her to mix and mingle at the polls with men.

Judge Norman G.K. Kiell's opposition to woman's wielding the ballot was unqualified. His chief reason seemed to be that Negro women would secure enfranchisement.

Bryan Cullaghan - "I believe the home is women's sphere."

Bart J. DeWitt - "Yes, I believe in women's suffrage, and would vote for it. I would give them every privilege accorded to men."

H. Godwin Mitchell - "Yes [I favor women's suffrage] because it would purify the polls. You could not buy a woman's vote."  
(Dallas Morning News, March 20, 1894; San Antonio Express, July 29, 1894.)

Undaunted, Texas women approached the various political parties in Texas and asked the parties to place equal suffrage planks in their respective party platforms. Each of the parties, Democratic, Republican, and Populist, declined to support equal suffrage for women as part of the party platform. In 1895, Mr. A.C. Thompkins of Hempstead introduced the first women's suffrage measure in the Texas House of Representatives. Despite its significance, the measure was never reported.

In 1896, the Texas Equal Rights Association ceased to exist primarily because of a split among the association's members. The members were unable to agree on the propriety of allowing Miss Susan B. Anthony to come to Texas and speak on women's suffrage. Some association members believed that the suffrage movement in Texas should be conducted solely by Texas women and not by outsiders. Other members were of the opinion that Miss Anthony would be a great stimulus to the Texas movement. As a result of the split, Mrs. Elizabeth Goode Houston of Dallas was elected president of the Texas Equal Rights Association replacing Mrs. Hayes. In spite of Mrs. Houston's best efforts to stimulate the association's members, the Texas Equal Rights Association, along with the Texas suffrage movement, dwindled until its eventual demise in 1896.

It was not until 1903 that the women's suffrage movement in Texas was revived by the formation of the Texas Women's Suffrage Association. Miss Annette Finnigan was elected president of the association and Mrs. C.H. Moore of Galveston was elected vice-president. Miss Finnigan, along with her sisters, Catherine and Elizabeth, attempted to organize leagues in various localities in Texas but found women unreceptive to the movement. When Annette Finnigan and her sisters later moved from Texas, the suffrage movement once again became dormant. The movement was revived in 1912 by the organization of a women's society in San Antonio. Miss Eleanor Brackenridge was elected president of the society, whose purpose was "to

create a public sentiment in favor of votes for women and enlist all progressive women in the cause." (Citizens at Last, at p. 26.) As a result of the formation of the San Antonio Society, Texas suffragettes held a state convention in 1913 for the first time since 1904. It was at the 1913 convention that the Texas Suffrage Society pledged its support for the Federal amendment extending the right to vote to women. Previously, a split had developed among Texas suffragists as to federal versus Texas state action on the suffrage issue.

Following the state convention in 1913, the Texas Women's Suffrage Society (later named the Texas Women's Suffrage Association) held annual state conventions and continued to grow in membership. By 1915, twenty-one local societies were formed and the association claimed a membership of 2500. A significant leader of the women's movement in Texas during this time was Minnie Fisher Cunningham. Miss Cunningham was president of the Texas Women's Suffrage Association from 1915 to 1920. Under Miss Cunningham's leadership, the association encouraged the formation of local societies, and courteous and intellectual discussion with anti-suffragists. With the focus of the women's suffrage movement now being organization, women were instructed in public speaking, organizational methods, and campaign techniques. Public speeches, open forums, and mass meetings were frequently sponsored by the association. Additionally, Texas women wrote letters and sent petitions to state legislators and congressmen on the women's suffrage issue. (Citizens at Last, at p. 32.) Further, the association circulated literature on the suffrage movement. One such leaflet stated:

Working women need the ballot to regulate conditions under which they work. Housekeepers need the ballot to regulate the sanitary conditions under which they and their families must live. Mothers need the ballot to regulate the moral conditions under which their children must be brought up. Teachers need the ballot to secure just wages and to influence the management of the public schools. Businesswomen need the ballot to secure for themselves a fair opportunity in their business. Taxpaying women need the ballot to protect their property. All women need the ballot because they are concerned equally with men in good and bad government; and equally responsible for civic righteousness. All men need women's help to build a better and juster government and women need men to help them secure their right to fulfill their civic duties. (Citizens at Last, at p. 32 (quoting "Why Women Want to Vote," from collection of Ms. Jane McCallum, Austin History Center, Public Library).

With the entry of the United States into World War I, the women's suffrage movement in Texas entered a new era. Women actively participated in the effort at home to win the war. This included selling liberty bonds, maintaining Red Cross auxiliaries, entering the labor force, and aiding in any way possible the war effort. By taking an active role in the war effort, particularly in the labor arena, Texas women more than ever believed they should be extended the right to vote. A leaflet which was distributed by the Texas association during this time in the shape of a liberty bell stated, "Women are helping bring democracy to Europe. Will you



help ring the liberty bell for Texas women." ("Liberty Bell," in the McCallum Collection).

In 1915, a branch of the National Women's Party was organized in Texas. The National Women's Party, or the Congressional Union for Women's Suffrage, was coexisting at that time with the National American Women's Suffrage Association. The national Women's Party differed from NAWSA mainly by promoting militant activities to further its cause rather than attempting change through the normal political processes. The affiliate branch of the National Women's Party in Texas never gained significant strongholds in the state of Texas although it did contribute by bringing several prominent speakers to the state. It was also in 1915 that the opponents of women's suffrage finally formed a rival organization, the National Association Opposed to Women's Suffrage. Mrs. James B. Wells of Brownsville was elected as the association's first president. The association never held many organized meetings or conventions; however, the association did distribute anti-suffragist literature. Mrs. Wells, at one point stated as part of her anti-suffragist rhetoric that "she who bears voters has no need to vote." "Women don't want suffrage, Claim of Anti-leader Here; Asserts Best Will Not Vote," Fort Worth Star Telegram, April 6, 1918.

In 1915, Mr. Frank H. Burmeister introduced a resolution in the Texas Legislature "to authorize females to vote." The resolution failed in the House among such rhetoric as "suffrage would 'lower' woman and 'rob her of those modest charms so dear to us Southern men.'" (Citizens at Last, at p. 36 (quoting House Journal, Regular Session, 1915, p. 617.) A similar resolution was introduced in the House on January 13, 1917. This resolution, like its predecessor, was never adopted.

Adopting a change in strategy in 1918, Texas suffragists began to campaign for primary suffrage in Texas. Primary suffrage, unlike full suffrage, could be gained by a legislative act instead of a resolution passed by two houses with two-thirds majorities and then ratified by a majority of Texas voters. Under Governor Hobby's leadership, the Texas legislature adopted a bill in 1918 providing for women to vote in Texas primaries. Following the passage of the 1918 primary suffrage bill, the Texas suffrage movement focused its efforts on encouraging women to register to vote. It became extremely important that women exercise the right which was provided to them by the Texas legislature. As a result, Texas women began to participate actively in Texas politics, including attending party conventions.

As could be expected, women were not satisfied with simply primary suffrage and soon began to campaign for full enfranchisement by amendment to the state constitution. While many Texans favored this plan which would entail a resolution being submitted to the voters of Texas for approval in 1919, other suffrage leaders, including Mrs. Cunningham, opposed the Texas plan due to the increasing likelihood that a federal amendment would be passed granting women's suffrage. When the legislature convened in 1919, however, the Senate and House passed a resolution which would submit to the voters of Texas the enfranchisement of women on equal terms with men, as well as the disenfranchisement of aliens. This resulted in an ironic and unfortunate situation for the voters of Texas, particularly

Texas women. Under existing law, aliens possessed the right to vote whereas women did not possess the right to vote. Therefore, aliens had the right to vote on a measure which would strip them of their enfranchisement while women did not have the right to vote on a measure which would provide them their enfranchisement. Despite the heavy campaign engaged in by the suffragists, the measure predictably failed. Analysts blamed the alien vote for defeat of the amendment.

Ultimately, in June 1919, the federal women's suffrage amendment was submitted to the states for ratification. The federal amendment received immediate approval from the Texas legislature and Texas thereafter became the ninth state in the Union and the first state in the South to ratify the 19th Amendment. The ratification of the federal amendment signalled the end of the women's suffrage movement in Texas. Since that time, many women have taken active roles in the political arena. Mayors such as Kathy Whitmire of Houston, Annette Strauss of Dallas, and Betty Turner of Corpus Christi are just some examples of women leaders in Texas politics. Ann Richards, in 1990, won the highest political office in this state. The accomplishments of these women are directly linked to the unceasing efforts of the early leaders of the women's suffrage movement in Texas.

### ***Ideology of the Women's Suffrage Movement***

What prompted American women to seek the right to vote between 1850 and 1920? Although a myriad of motivations existed among women suffragists, two major themes emerged during the suffrage movement. The first theme or argument in support of suffrage was based on the quest for "justice" by women. (*The Ideas of the Women's Suffrage Movement, 1890-1920*, Eileen S. Kraditor, 1981, p. 44.) The theory of the "justice" argument was that "if all men were created equal and had the inalienable right to consent to the laws by which they were governed, women were created equal to men and had the same inalienable rights to political liberty." (*Id.*) Common humanity was the core of the justice argument. Ironically, this was the same argument asserted by the founding fathers in demanding political equality with their English rulers during the birth of America. In 1892, Mrs. Elizabeth Cady Stanton, one of the founders of the women's suffrage movement, attended a congressional committee hearing at which was read her address entitled, "The Solitude of Self."

In discussing the rights of a woman, we are to consider, first, what belongs to her as an individual, in a world of her own, the arbiter of her own destiny, an imaginary Robinson Crusoe, with her woman Friday on a solitary island. Her rights under such circumstances are to use all her faculties for her own safety and happiness.

Secondly, if we consider her as a citizen, she must have the same rights as all other members according to the fundamental principles of our government.

Thirdly, viewed as a woman, an equal factor in civilization, her rights and duties are still the same; individual happiness and development.

Fourthly, it is only the incidental relations of life, such as mother, wife, sister, daughter, that may involve some special duties and training .... (Woman's Journal, January 23, 1892 (reprinted from hearings of the Woman's Suffrage Association before the Committee on the Judiciary, Monday, January 18, 1892).

At the start of the twentieth century, the major argument in favor of women's suffrage shifted from justice to expediency. "Expediency" encompassed arguments that women's suffrage would benefit society. This is not to say that the justice or natural right argument ever disappeared from the suffrage movement; however, the realities of a changing America dictated a different approach by suffragists. By the end of the century, political liberty was becoming linked with political capacity. Men began to take a critical look at the enfranchisement of "undesirables" such as new immigrants, inhabitants of the islands acquired by the United States, and workers in the cities. Thus, the task of the women's suffrage movement was to demonstrate that women's suffrage would benefit society.

Initially, the argument was advanced under the heading of expediency that women needed the ballot for self-protection. For example, some suffragists criticized light punishment meted out to rapists because male legislators could not comprehend the seriousness of the crime. Further, women began to note that women must have the vote to protect themselves against unique hazards to health and morals attendant in factories in which women worked. (Ideas of the Women's Suffrage Movement, at p. 55.) One writer has summed up the era of expediency in the following manner:

Subsequently, the expediency argument was expanded upon by suffragists who stated that the vote would enlarge women's interests and intellect by placing upon her part of the responsibility of running the government; it would make a better mother by enabling her to teach her children from first-hand experience the meaning of citizenship; it would make her a better wife by permitting her to become her husband's equal, thus destroying the warped relationship that bred civility in one spouse and tyranny in the other. In these and other ways, political equality would be good for woman, but woman would also be good for government; the development of this proposition dominated [suffrage] propaganda from about the turn of the century until victory crowned [the suffrage] effort twenty years later. (Id.)

The justice and expediency arguments are only two of the many motivations which fueled the women's suffrage movement. Other considerations, such as prohibition and abolition, certainly factored into the movement and its ultimate success culminating with the passage of the federal amendment. One theme, however, remained consistent throughout the entire suffrage movement - the principle that all men and women are created equal and the right to participate in society is di-

rectly linked with an effective voice in government obtained only through the right to vote.

**Questions for Discussion:**

1. *List three reasons why men or women in the early 20th Century might argue against women's suffrage.*
2. *In a manner similar to Ms. Jane McCallum's statement on "Why Women Want to Vote," write a similar statement on "Why Young Women (age 18-24) Should Vote."*
3. *In your opinion, is the justice or expediency argument for women's suffrage more persuasive? Why? Explain your reasons.*

# Historical Events Influence Voting Trends

## Major Idea

Students will study how voting trends are influenced by significant historical events.

## Learning Objectives

Students will correlate voting trends in relation to significant historical events.

## Social Studies Essential Elements

2J, 5B, 5C, 5E.

## Materials Needed

Attachment 18: Voter Turnout Statistics

## Teaching Strategies

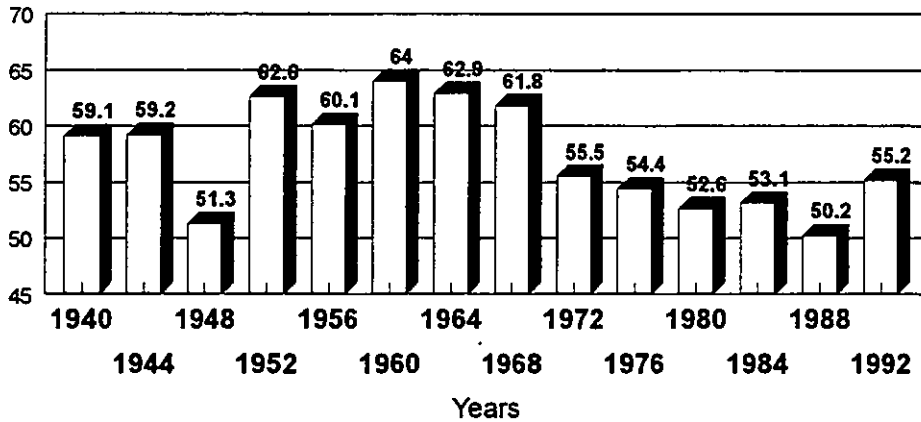
1. Assign one or more presidential elections to each cooperative learning group. Each group should be able to name the candidates and explain the issues confronting the candidates and their positions.

After the reports are presented, each cooperative learning group should analyze the graphs found in **Attachment 18**. Students should be able to analyze voter turnout in the United States as compared to Texas. Students should reach a consensus and explain why voter turnout was as it was.

## Presidential Elections 1940-1992

### Voter Turnout in the U.S.

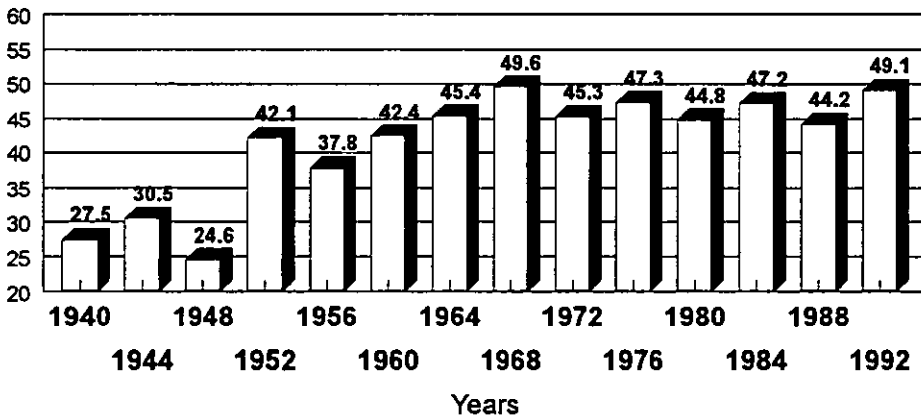
Voter Turnout Percentage

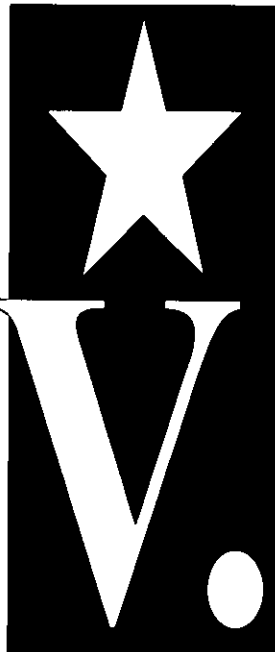
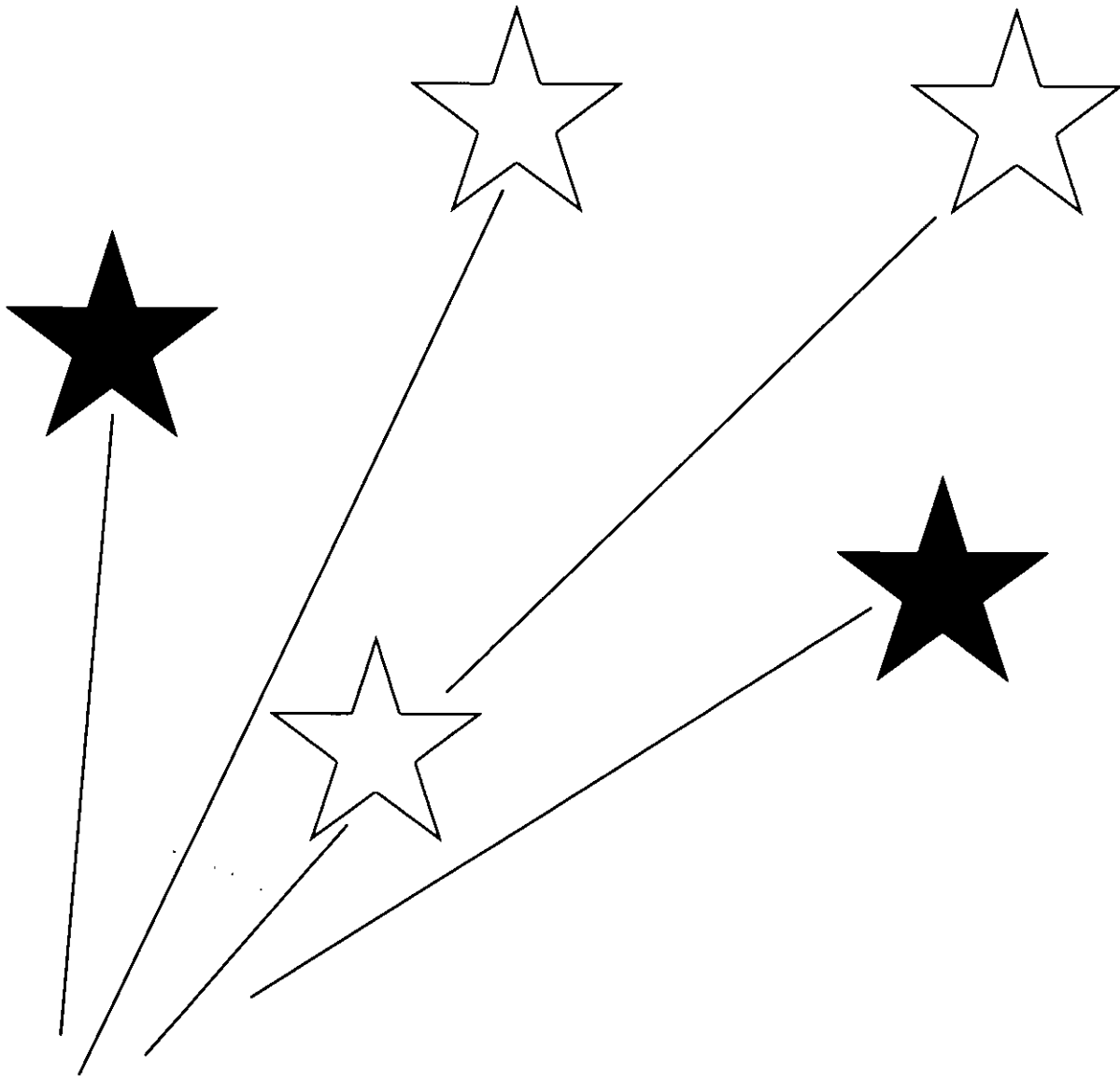


## Presidential Elections 1940-1992

### Voter Turnout in Texas

Voter Turnout Percentage





*Project*

VOTE.

Voters of Tomorrow through Education

### Major Idea

A conscientious citizen understands the candidates' positions on the various issues. There are many organizations whose major purpose is to educate the voter. The League of Women Voters is such an organization. Their sponsorship of various public forums and political debates at state and national levels is well known.

In addition, there are many pressure groups which exert influence. Examples include the National Rifle Association, the American Medical Association, and the National Education Association. These groups subsidize the dissemination of information slanted for or against certain pieces of legislation. These pressure groups, both pro and con, galvanize into action with the aim of persuading the legislators to support their point of view.

The concerned citizen will endeavor to examine the arguments of both the advocates and opponents of each issue and then identify the position of the candidates regarding these issues. At the same time, the voter will bear in mind that the position taken and the material published by organized supporters or opponents on any question are necessarily going to be one-sided, and that both sides of each question should be studied so that an intelligent decision can be made.

Lobbyists operate on both the national and state levels. In Texas, lobbyists must register with the Texas Ethics Commission. This enables the legislators and the public to know what groups are endeavoring to influence the votes of the legislators. Lobbyists can exceed reasonable limits in their efforts to gain favorable consideration of their special interests thus producing a rather dangerous situation. As a result, many candidates, in their quest for votes, become one-issue candidates ignoring other more important problems.

### Learning Objectives

Students will:

1. explain the purpose, legitimacy and activities of lobbyists in our democratic system of government
2. identify better-known lobbying groups and their activities
3. identify potential problems resulting from the activities of pressure groups and the need for regulation of their efforts
4. demonstrate an understanding of the function of the lobbyist

### Social Studies Essential Elements

4A, 4B, 4C, 4D, 5B, 6F, 8A, 8D, 8G.



## Materials Needed

Attachment 1: I Was a Teenage Lobbyist

## Teaching Strategies

1. Introduce the role of lobbyists by reading "I Was a Teenage Lobbyist," a description of the activities of a lobbyist (**Attachment 1**). Have students answer questions regarding the purpose, legitimacy and activities of lobbyists. The following points should be made:
  - a. Lobbyists are people who attempt to persuade legislators to vote for or against certain issues.
  - b. Anyone can be a lobbyist.
  - c. Lobbyists need facts, not opinions.
2. Ask students to find an example of a lobbying activity in the newspaper. They should cut out the article and include it with a one-page summary describing the basic details.
3. Role play the following activity in which students divide into three groups representing (**Handbook of Strategies, Strategy No. 2**):
  - a. a legislative committee considering a bill
  - b. lobbyists in support of a bill
  - c. lobbyists against a bill

"Lobbyists" will represent arguments before the "committee" which will then make a decision based on the student presentations.
4. Invite a professional lobbyist to speak to the class to explain this type of activity and to answer questions.
5. Assign students to attend a city council meeting or a legislative committee session to observe the efforts of lobbyists and then report impressions to the class.
6. Collect various brochures and publications of better known lobbyists for classroom evaluation.
7. Write for the legislator's view on the importance and impact of the work of the lobbyists.

8. Through participation in a model legislature, students can play the role of lobbyists by working to achieve the passage of certain bills and/or the defeat of others.

### **Evaluation**

Evaluate students' participation in role playing.

Evaluate students' responses to this question: "What are the most common factors that influence people not to vote?"

**Attachment 1***I Was a Teenage Lobbyist*  
by Michael R. Hagopian

Mr. Hagopian served as co-chairman of Young Rhode Islanders of Handgun Safety. In 1977, he became the youngest registered lobbyist at the age of 16. He graduated from Smithfield High School in 1979 and went on to Syracuse University in New York from which he graduated in 1983. He is presently enrolled in a law program and is also a candidate in the master's program in business administration at Bridgeport University in Massachusetts.

It is important to note also that the average citizen can act as a lobbyist on an issue of particular concern by requesting the opportunity to testify before a legislative committee to present relevant material or simply to explain one's ideas or concerns. A good example of this is the achievement of two young Rhode Islanders whose interest in gun control legislation led to their having a considerable impact on the development of a gun control bill which was acted upon by the Rhode Island General Assembly in the 1979 session. A description of the activities of these teen activists follows.

In the summer of 1977, several high school students got together to form an interest group because we were all very much aware of the problems with handguns. A bill was introduced into the General Assembly with the strong support of the Governor that sparked us to organize ourselves and work toward a goal.

We decided to have our organization, Young Rhode Islanders of Handgun Safety, dissolve 24 hours after the passage of the bill so we could claim we were only interested in the one bill. Main concerns for the summer of 1977 were to increase our membership and raise money. It is almost impossible for any interest group to function without money or enough support. We got the support we needed, but it became necessary to charge dues for our income; therefore, our budget was very low.

In preparation for the upcoming General Assembly session, we wrote many gun control groups across the county in an effort to gain support. We got the support and information. Handgun Alert of Providence, Rhode Island, and the Coalition to Ban Handguns of Washington, D.C., were two groups that helped us greatly throughout our endeavor. An established group can help a new one get started, and one way is by providing information and facts about how similar laws work in other states.

At the start of the 1978 session, we sent representatives to all the legislative committee hearings to testify. In order to testify, any group needs facts, not opinions, or else the assemblymen will never listen to you. The hospitals and the police department provided us with some of the facts we needed but we felt it important to know if the people of Rhode Island were behind us. So our organization ran a telephone poll of 500 people throughout the state. With the help of a noted Rhode Island College professor, an expert in the field of polling, we were able to produce a very accurate and scientific poll. The results were most favorable to our cause, and in February, Rhode Island Handgun Safety Month, we held a press conference to release our results to the press and a few politicians. It is very effective to show assemblymen that you are representing the people, and not lobbying for selfish reasons. Our survey showed that the people were behind us, but our opponents tried to counteract this and use a radio poll to try and show that people were against the bill. The radio poll was run by a local station which asked listeners to call in and express their views in the form of a vote. It was later stated that their phone-in survey could not be compared to our scientific poll, as was later stated by both our expert as well as the radio station that ran the poll.

In order to follow up our survey, we continued attending committee meetings and talking to senators and representatives who were both directly and indirectly involved with the bill. The better we got to know the assembly men, the more responsive they were to us. By talking to the key people in the state house, we were able to change the minds of colleagues. Another big help to us was that we always knew where the bill was and how it was progressing. We kept a close watch on it and thus were able to act on it quickly, as was sometimes necessary.

The first year the bill was introduced, it passed the Senate but failed the House, which set up a subcommittee to study the bill over the summer. This meant the summer was going to be an important stage of the bills "life." But by keeping in close contact with the subcommittee, we were able to persuade them with the support of our partners in the Coalition of Handgun Safety.

In the next session, the bill passed committee and passed the House with no problem, and then proceeded to the Senate Special Legislation Committee. The bill passed this committee with a lot of controversy, and was placed on the Senate agenda for the last day the legislature was in session. I remember this day too well. I was co-chairman of the lobby at the time along with my good friend Paul, and we got out of school at one o'clock to sit on the Senate floor. I arrived only to find that the Senate had recessed for an indefinite amount of time. The session reconvened after an hour and we then had to wait for our bill to come up on the calendar; we didn't know when it was due and neither did anyone else. The session was supposed to end at a certain time and five minutes before the time was up, they extended the time one hour. There were several attempts to kill it, which made us even more nervous. As the clock was nearing 9:00 p.m., the Senate took one final vote; our bill passed!

This victory could not have been accomplished without the help and cooperation of all the adult groups in the coalition, and the sheer devotion of our group. Success in lobbying is brought about by hard work, devotion and factual information. A member of the legislature only wants to hear facts, because he sometimes depends on interest groups to provide him with information that he doesn't have time to research. If an interest group can be trusted, it will receive better results from legislators.

Nobody is going to influence an official merely by sitting at home and writing letters all day. You have to be a go-getter in order to influence people. One doesn't have to be a pest; just let the leaders know who you are and make a good appearance every time you see them. This doesn't mean writing letters is bad; it can be very effective but it must supplement personal appearances.

# Local Government

## Major Idea

Local governments are the most visible of all governments to the average citizen and offer the best opportunity to influence governmental decision-making. Paradoxically, fewer people vote in local than in national elections. Local governments provide such familiar services as public schools, police and fire protection, water and waste disposal systems, and traffic control. As agents of the state, they collect local taxes and some license fees, register voters and conduct elections, and they prosecute offenders against state laws.

## Learning Objectives

Students will:

1. identify the governing body of their locality; i.e. City Council
2. list the powers of city and county governments
3. list the qualifications of a candidate
4. explain why candidates seek political office

## Social Studies Essential Elements

3A, 4C, 4D, 5C, 6B, 6F.

## Vocabulary

declaration of candidacy  
financial disclosure  
mass meeting  
political party chair  
qualifications

filing deadline  
general elections  
petitions  
primary elections  
special elections

## Teaching Strategies

1. Discuss the role of the local governing body, focusing on the role of a candidate seeking to win an election. In Texas, candidates may run for office with party affiliation or as an independent. During election years, require students to campaign for the candidate of their choice in the upcoming election.

2. Begin the unit by posing the question "Who governs our locality?" or "Who determines the amount of taxes you pay?" Discuss any other powers of the body.

Cities and counties have similar basic powers. Cities, however, are much less restricted in their exercise of these powers. Some important local powers are:

- a. to enact and enforce ordinances
  - b. to provide for health, safety, welfare, comfort and convenience of the inhabitants (the police power), and to promote commerce and industry in the jurisdiction
  - c. to levy taxes permitted to local governments and to appropriate local funds for local purposes
  - d. to borrow money and to pledge the credit of the jurisdiction within prescribed limits or according to prescribed procedures
  - e. to take private property for public use with just compensation (eminent domain)
3. Follow up with the question "What are some reasons why a person might wish to run for office?"
4. Open the class to a discussion about qualification and filing information for candidates.

The requirements for holding elective office in Texas vary depending on the specific office sought. There are, however, many general qualifications that a candidate must meet. The following are the general requirements for candidacy as listed in the Texas Election Code (if you have questions on qualifications for a specific office, contact the Texas Secretary of State's Office).

To be eligible to be a candidate for, or elected or appointed to, a public elective office in this state, a person must:

- (1) be a United States citizen;
- (2) be 18 years of age or older on the first day of the term to be filled at the election or on the date of appointment, as applicable;
- (3) have not been determined mentally incompetent by a final judgment of a court;
- (4) have not been finally convicted of a felony from which the person has not been pardoned or otherwise released from the resulting disabilities;
- (5) have resided continuously in the state for 12 months and in the territory from which the office is elected for six months immediately preceding the following date;
  - (A) for a candidate whose name is to appear on a general primary election ballot, the date of the regular filing deadline for a candidate's application for a place on the ballot;

- (B) for an independent candidate, the date of the regular filing deadline for a candidate's application for a place on the ballot;
  - (C) for a write-in candidate, the date of the election at which the candidate's name is written in;
  - (D) for a party nominee who is nominated by any method other than by primary election, the date the nomination is made; and
  - (E) for an appointee to an office, the date the appointment is made; and
- (6) satisfy any other eligibility requirements prescribed by law for the office.
5. Discuss the various means of raising funds for campaigning. Some possibilities may include:
- Party funds/donations
  - Roasts
  - Personal contributions
  - Political Action Committee (PAC) contributions
6. Discuss the various campaign strategies a candidate might use. Some possibilities include:
- a. passing out literature or bumper stickers
  - b. designing/making your pamphlets
  - c. writing editorials in newspapers
  - d. displaying posters at political rallies
  - e. airing television and radio commercials
  - f. writing letters to newspapers supporting/criticizing candidates
  - g. wearing buttons
  - h. using direct mail
  - i. using telephone banks
  - j. walking neighborhoods door-to-door (walking precincts)
  - k. speaking at meetings of local, civic, political, or community groups
7. Instruct the class to follow the campaign of the local candidates. Some suggested activities include:
- a. Invite candidates to class—equal representation for all candidates.
  - b. Have students prepare questions in advance regarding candidates' platform.
  - c. Using newspaper articles, have students keep scrapbook of candidates' platform promises.

**Evaluation**

Administer a teacher-made test assessing an understanding of local government and the electoral process.



# Campaign Literature, Bias

## Major Idea

Since campaign literature is, by its very nature, meant to sway public opinion, it must be convincing. The purpose of this strategy is to study and compare literature of various political campaigns from both a historical and critical perspective.

## Learning Objectives

Students will:

1. differentiate between facts and opinions expressed in campaign literature
2. analyze and describe the political views of candidates as they are reflected in their campaign literature
3. describe the events leading to or surrounding the issues of a particular political campaign
4. describe how the candidate's platform may affect current issues

## Social Studies Essential Elements

4A, 4B, 4C, 4D, 5C, 6A, 6B, 6F.

## Materials Needed

Campaign materials collected from:

local political parties  
Texas Democratic Party  
Texas Republican Party  
Democratic National Committee  
Republican National Committee  
Library of Congress--Records Division

## Vocabulary

coattails  
Library of Congress  
Democratic National Committee

issues  
mudslinging  
Republican National Committee

early voting  
 amendment  
 early voting ballot board  
 candidate  
 city council  
 congressional election  
 U.S. Senate  
 constitutional officer  
 sheriff  
 convention  
 democracy  
 editorial  
 general  
 special  
 electoral college  
 electorate  
 GOP  
 incumbent  
 landslide  
 majority  
 mass meeting  
 officer of election  
 partisan  
 plurality  
 political action committee (PAC)  
 political party  
 popular vote  
 reapportionment  
 registration  
 republic  
 returns  
 slate  
 statewide office  
 lieutenant governor  
 suffrage  
 vote

at-large  
 ballot  
 campaign  
 caucus  
 coalition  
 House of Representatives  
 constitutional amendment  
 clerk of court  
 treasurer  
 delegate to convention  
 democratic  
 elections  
 primary  
 electoral board  
 election district  
 eligibility  
 grass roots  
 independent  
 lobbyist  
 mass media  
 nominate  
 paper ballot  
 platform  
 politics  
 political contribution  
 polling place  
 precinct  
 registrar  
 referendum  
 Republican  
 running mate  
 special interest groups  
 governor  
 attorney general  
 ticket  
 voting machine

## Teaching Strategies

- Using whatever election is being held during the current school year, whether it is a national, state or local election, gather campaign materials. Include taped radio advertisements, videotaped television advertisements and literature produced by the candidate's election committee.

Divide students into groups of 4 or 5 and ask them to evaluate the materials for emphasis on the following:

- a. the candidates' perception of the issues
- b. their stand on those issues
- c. their views on personal qualities and characteristics
- d. their past political record
- e. their efforts to refute the opinions of opponents
- f. their political promises

Ask each group to present its findings to the class.

2. Distribute a list of journalistic/political terminology and copies of campaign literature.

Ask the class to discuss the terms and their use in political literature.

3. Divide the class into groups and assign each group the responsibility of conducting an investigative report on literature from a particular campaign. Ask them to cover how facts are presented in the campaign material and the historical/political situation surrounding the campaign.
4. Ask students to write campaign literature based on current campaigns according to their perception of political candidates' stands on current issues.
5. Start a current issues forum. Have students share resources and information once a week.

### **Evaluation**

No formal evaluation

# Voting in Texas

## Major Idea

Voting is the basic way to participate in a democratic government. However, many people do not vote—sometimes because they don't know the voting process.

In Texas, a person is qualified to vote if he or she is a citizen of the U.S. and a resident of the state. Voters must be 18 or older by the date of the election in which they wish to vote. Voters are required to register 30 days before the election.

## Learning Objectives

Students will:

1. list qualifications for voting in Texas
2. identify the voter registration process in Texas
3. explain the pattern of elections in Texas—electing national, state and local officials
4. identify referendum and local option as used in Texas
5. explain the process used to conduct elections in Texas

## Social Studies Essential Elements

4A, 6B, 6F, 6G.

## Materials Needed

- Attachment 1: Sample Voter Registration Application\*
- Attachment 2: Sample Application for Early Voting by Mail Ballot
- Attachment 3: Sample Application for a Place on the Ballot
- Attachment 4: Crossword Puzzles and Solutions

\* *Voter Registration Applications may be obtained from your high school principal, your local county clerk, voter registrar, or the Elections Division of the Secretary of State's office.*

## Vocabulary

early voting ballot

compensation for expenses

election calendar  
 executive branch  
 government  
 House of Representatives  
 legislative branch  
 president  
 separation of power  
 state government  
 voting precinct

eligibility  
 federal government  
 governor  
 judicial branch  
 local voter registrar  
 Senate  
 separate responsibilities  
 supreme court

### Teaching Strategies

1. Ask students how they plan to become involved in current campaigns in the area.

Begin this activity by posing the question "Who can tell me how someone in Texas qualifies to vote?" The correct responses are:

- a. you must be a citizen of the U.S.
  - b. you must be a resident of political subdivision on the day of the election
  - c. you must be 18 years or older on the day of the election in which you wish to vote
  - d. you must be registered to vote
2. Follow up with a discussion of the registration process in Texas (**Attachment 1**). Points to cover include:

#### How to Register to Vote in Texas:

- a. Complete a post card application for voter registration and mail it postage-free, or present it in person, to the voter registrar in your county.
- b. You may register to vote at any time, but your application must be postmarked or received by the voter registrar at least 30 days before an election in order for you to vote in that election.
- c. You may register to vote if you are at least 17 years and 10 months of age on the date the registration application is submitted to the voter registrar, but you may not vote until you are 18 years of age.

Persons in the armed forces, or those working outside the U.S., may register by completing a Federal Post Card Application.

As long as you remain at the address on your voter registration card, you continue to be registered.

A voter does not register as a member of a political party or as an Independent, as some other states require.

3. Explain the schedule of elections, local, state and federal.

Many people think there is always an election in progress. This is because state elections are held in alternative years from the national elections. Sometimes primary elections are held to choose the candidates for the general election. There are also other elections that may take place during the year. For example, city elections, school district elections, community college elections, water district elections, etc., are held on Uniform Election Dates. There are four uniform election dates:

- a. the third Saturday in January
- b. the first Saturday in May
- c. the second Saturday in August
- d. the first Tuesday after the first Monday in November

In addition, primary elections, runoff elections, and special elections may be held on other dates.

4. Further explain how the referendum and local option are used in Texas. Information should include:

Texans may also vote in a referendum election. Referenda elections are elections in which the legislature asks the voters how they feel about particular issues. These issues may be amendments to the Constitution, or a request to borrow money by issuing bonds—the state's IOU's. Referenda usually are held on general election days. Local option is another voting opportunity, when a city or county has to decide on issues such as allowing alcoholic beverages to be served in restaurants.

5. Discuss the process used to conduct elections in Texas and the role of election officials. Invite the local registrar to speak on this topic. Points covered should include:

- a. conduct of elections
- b. elections officials

#### Conduct of Elections:

Elections are held at local precincts across the state from 7 a.m. until 7 p.m. Most precincts in the state have voting machines, which help speed the vote counting.

Federal Post Card Applications are available to those in the armed services and persons working outside the U.S. These applications allow people to register and to cast early voting by mail ballots (**Attachment 2**). Students

living away from home, persons who expect to be away from home on business or vacation on election day, and to those individuals too ill to vote at their precincts may apply for an early voting by mail ballot. If a voter is eligible to vote early by mail, he or she may do so by requesting an application for a ballot by mail from the registrar's office and returning the application in person or by mail. The Secretary of State's Office will provide brochures upon request.

In addition, all registered voters may vote early by personal appearance up to 20 days before election day. To vote early by personal appearance, the voter votes in person at the main early voting polling place or at any duly designated early voting branch location during designated voting hours. Contact your local early voting clerk for a list of the places and hours of operation of early voting polling places. Conduct a mock election and voter registration drive. Guidelines are listed under **Mock Election** in the Enhancements Section of this curriculum.

#### Election Officials:

Elections are run by the local authority or authorities who conduct the election in conjunction with the Elections Division of the Secretary of State's Office. In most elections, the county clerk or city secretary serves as the authority conducting the election. Usually, this person also serves as the early voting clerk.

6. Discuss who is eligible to run for public office and the role political parties play in both the selection of candidates and the campaign.
7. Encourage students' participation. Ask students to volunteer to work for a campaign currently in progress.
8. Invite the registrar to discuss her job and demonstrate the voting machines (if used in your locality) or paper ballot. Register those who are 18.
9. Invite elected officials to speak to the class about how they got elected.
10. Invite a member of the Texas Young Lawyers Association to give a talk on "Rights and Responsibilities Now That You Are Eighteen."
11. Supplement discussion with **Attachment 4**.

### **Evaluation**

Evaluate students' participation in class discussion.  
Maintain a record of students' participation in political campaigns.  
Evaluate crossword puzzles.

**Voter Registration Application**

**INSTRUCTIONS FOR COMPLETING APPLICATION FOR VOTER REGISTRATION**

Please complete all of the information on the application. Print in ink or type. If you have any questions about how to fill out this application, please call the Secretary of State's Office toll free at 1-800-252-VOTE(8683), TDD 1-800-735-2989.

1. **Name**—Give your full name including first, middle and last. If you have changed your name, give former name.
2. **Residence Address** - Include street address, city, state, and zip. If you do not have a street address, give a description of the location of where you live.
3. **Mailing Address** - If mail cannot be delivered to your residence, give a mailing address.
4. **Gender, Social Security Number, Telephone Number, and Driver's License Number or Identification Number** are optional. The social security number is solicited by authority of sec. 13.122 and will be used to maintain the accuracy of the registration records. Your voter registration application is open to the public.
5. **City and County of Former Residence** - If you were previously registered in another county in Texas, complete this box.
6. **Agent** - An agent may apply for voter registration for another person as long as that person is related to the applicant as husband, wife, father, mother, son or daughter. The agent must also be a registered voter or have submitted an application for registration. Indicate the relationship of the agent on the application. Indicate relationship next to signature.
7. **Sign Your Name.** If you cannot sign your name next to the X, a person may witness you making your mark. Give the name and address of the person who witnessed your mark above the signature line. If you cannot make a mark, have the witness state the applicant could not make a mark. You do not need a witness if you can sign your name.

**GENERAL VOTER REGISTRATION INFORMATION**

You may register to vote at any time. You must be at least 17 years and 10 months old to register. Your voter registration will become effective 30 days after it is received or on your 18th birthday, whichever is later. **YOU MUST BE A U.S. CITIZEN TO REGISTER.** If you move to another county, you must re-register in the county of your new residence.

If you decline to register to vote, the fact that you have declined to register will remain confidential and will be used only for registration purposes. If you do register to vote, the office (if applicable) at which you submitted a voter registration application will remain confidential and will be used only for voter registration purposes.

\* Tear off on dotted line and return lower portion to Voter Registrar

Prescribed by the Secretary of State 000017.93	<b>VOTER REGISTRATION APPLICATION</b> (SOLICITUD DE INSCRIPCION DE VOTANTE)	For Official Use Only PCT      Cert. Num.      EDR	
Last Name (Apellido usual)	First Name (NOT HUSBAND'S) (Su nombre de pila) (Siendo mujer: no el del esposo)	Middle Name (If any) (Segundo Nombre) (si tiene)	Former Name (Nombre anterior)
1	1	1	1
Residence Address: Street Address and Apartment Number, City, State, and ZIP. If none, describe where you live. (Do not include P.O. Box or Rural Rt.) (Domicilio: Calle y número, número de apartamento, Ciudad, Estado, y Código Postal. A falta de estos datos, describe la localidad de su residencia.) (No incluya su apartado postal ni su ruta rural.)			
2			
Mailing Address, City, State and ZIP: If mail cannot be delivered to your residence address. (Dirección postal, Ciudad, Estado y Código Postal) (Si es imposible entregarle correspondencia a domicilio.)		Gender (Optional) (Sexo) (Opcativo) <input type="checkbox"/> Male (Hombre) <input type="checkbox"/> Female (Mujer)	
3		4	
Date of Birth: month, day, year (Fecha de Nacimiento): (el mes, el día, el año)	City and County of Former Residence (Ciudad y dirección de su residencia anterior)	Social Security No. (Optional) (Número de Seguro Social)(opcativo)	
	5	4	
Check appropriate box: I am a United States Citizen <input type="checkbox"/> Yes <input type="checkbox"/> No (Marque el cuadro apropiado: Soy Ciudadano/a de los Estados Unidos) (Si) (No)		TX Driver's License No. or Personal I.D. No. (Issued by TX Dept. of Public Safety) (Optional) (Número de su licencia tejana de manejar o de su Cédula de Identidad expedida por el Departamento de Seguridad Pública de Tejas) (opcativo)	
		4	
I understand that giving false information to procure a voter registration is perjury, and a crime under state and federal law. (Entiendo que el hecho de proporcionar datos falsos a fin de obtener inscripción en el registro de votantes, constituye el delito de perjurio o declaración falsa y es una infracción sancionable por ley federal y estatal.)		Telephone Number (Optional) (Número telefónico) (opcativo)	
		4	
I affirm that I (Declaro que soy)		/ / Date (fecha)	
<ul style="list-style-type: none"> <li>• am a resident of this county; (residente del condado)</li> <li>• have not been finally convicted of a felony or if a felon I am eligible for registration under section 13.001, Election Code; and (que no he sido condenado/a en definitiva por un delito penal, o en caso de tal condena, que estoy habilitado/a para inscribirme, a tenor de lo dispuesto por la sección 13.001 del Código Electoral)</li> <li>• have not been declared mentally incompetent by final judgment of a court of law. (no se me ha declarado mentalmente incapaz por orden judicial.)</li> </ul>		X <b>6 &amp; 7</b>	
		Signature of Applicant or Agent and Relationship to Applicant or Printed Name of Applicant if Signed by Witness and Date. (Firma del/la solicitante o de su apoderado/a. Si la firma es de un(a) testigo, escriba el nombre del/la solicitante en letras de molde. Indicar la fecha.)	



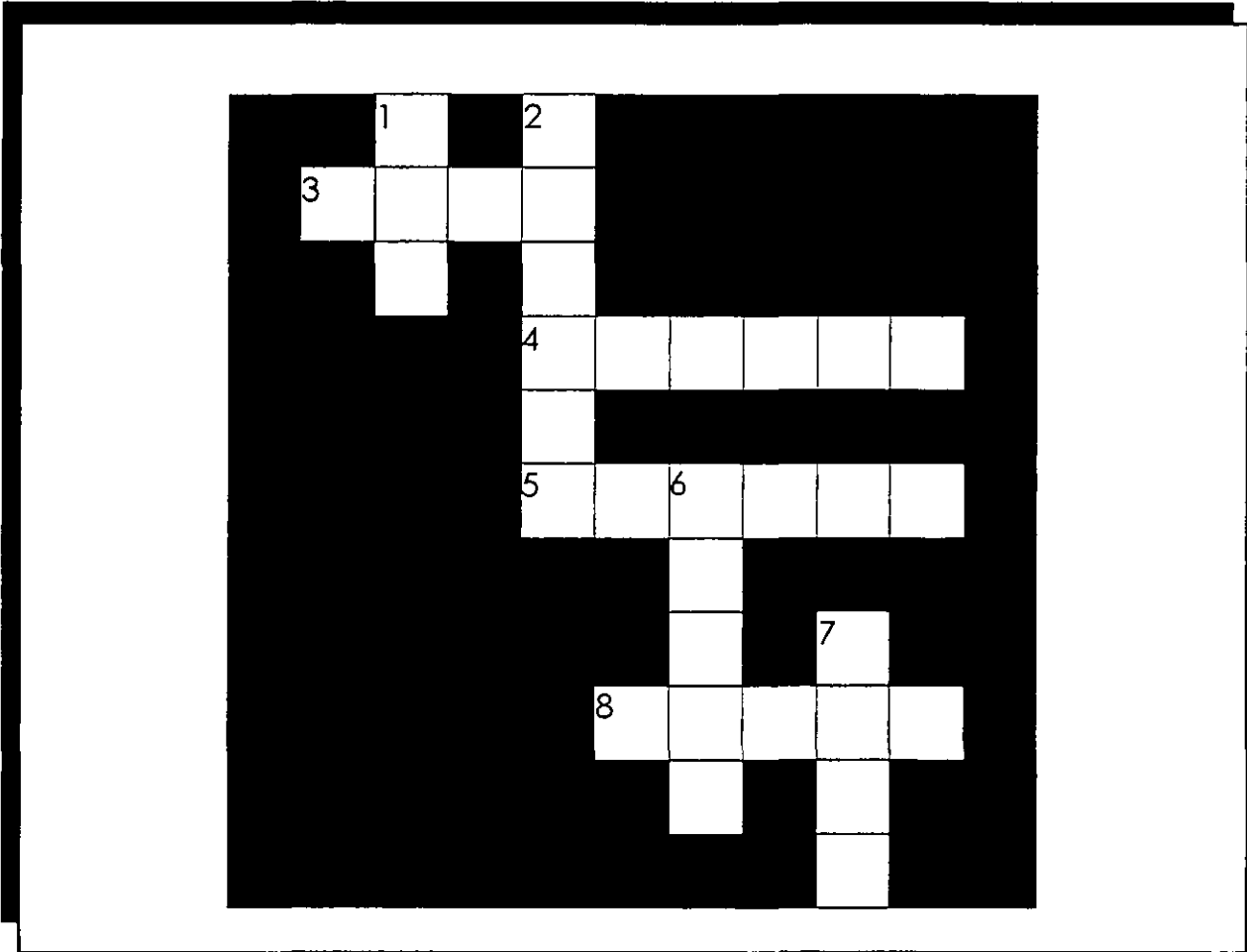
<p><b>APPLICATION FOR BALLOT BY MAIL</b> (SOLICITUD PARA RECIBIR UNA BOLETA POR CORREO)</p> <p>COMPLETE ALL INFORMATION. PLEASE PRINT OR TYPE. (COMPLETE TODA LA INFORMACION. FAVOR DE ESCRIBIR EN LETRA DE MOLDE O A MAQUINA.)</p> <p>NAME (Nombre) _____</p> <hr/> <p><b>RESIDENCE ADDRESS AS REGISTERED TO VOTE</b> (Dirección de residencia de inscripción como votante)</p> <p>_____</p> <p>street address, apartment number      city      state      zip (dirección, número de departamento)      (ciudad)      (estado)      (zona postal)</p> <hr/> <p><b>MAIL MY BALLOT TO (if different from above):</b> (Si vase enviar mi boleta a la siguiente dirección (si es distinta a la anterior):)</p> <p>street address, apartment number      city      state      zip (dirección, número de departamento)      (ciudad)      (estado)      (zona postal)</p> <p>County Election Precinct number      Voter Registration number (Número de Precincto del Condado)      (Número de Registro de Votante)</p> <p>(Failure to provide this information does not invalidate the application.) (Falta de dar esta información no invalidará la solicitud)</p>	<p><b>TYPE &amp; DATE OF ELECTION</b> (Tipo y Fecha de Elección)</p> <p>_____</p> <p><input type="checkbox"/> Check here if you wish to receive ballots for both the main election and runoff elections, if applicable.</p> <p><input type="checkbox"/> (Haga un "✓" aquí si quiere recibir una boleta para la elección principal y otra boleta para la elección decisiva, si hay una.</p> <p>Party Preference (Primary Election only) (Preferencia de Partido-Solamente en Elecciones Primarias)</p> <p>_____</p> <p><b>TELEPHONE NUMBER (OPTIONAL)</b> (NUMERO TELEFONICO(FACULTATIVO))</p> <p>_____</p> <p>Prescribed by Secretary of State, 9/93 ELEC 02391</p>	<p><b>YOU MUST CHECK THE REASON YOU ARE APPLYING FOR AN EARLY BALLOT.</b> (DEBERA INDICAR LA RAZON POR LA CUAL SOLICITA UNA BOLETA DE VOTACION ADELANTADA.)</p> <ol style="list-style-type: none"> <li>1. _____ 65 years of age or older. (65 años de edad o más.)</li> <li>2. _____ Confinement in jail. (Detención carcelaria.)</li> <li>3. _____ Disability. (Incapacitación.)</li> <li>4. _____ Expected absence from county on election day and during clerk's regular office hours for the remainder of the early voting period. Application must be submitted from outside county if submitted after early voting in person has begun. <b>YOUR BALLOT MUST BE MAILED TO AN ADDRESS OUTSIDE THE COUNTY.</b> (Quienes anticipen estar fuera del condado el día de las elecciones y durante las horas normales de su administración, durante todo el resto del periodo de votación adelantada. Deberán enviar su solicitud desde fuera del condado si el periodo de la votación adelantada en persona a empezado. Deberá enviarse su boleta a una dirección que esté fuera del condado.)</li> </ol> <p>If 4 is checked, give date you can receive mail at the address given _____. (Si marca No. 4, indique la fecha en que puede recibir su correo en la dirección que dio.)</p>	<p><b>"I CERTIFY THAT THE INFORMATION GIVEN IN THIS APPLICATION IS TRUE, AND I UNDERSTAND THAT GIVING FALSE INFORMATION IN THIS APPLICATION IS A CRIME." ("YO CERTIFICO QUE LA INFORMACION QUE DOY EN ESTA SOLICITUD ES VERDADERA, Y COMPRENDO QUE ES UN CRIMEN DAR INFORMACION FALSA SOBRE ESTA SOLICITUD.")</b></p> <p><b>X</b> _____</p> <p>SIGNATURE OF APPLICANT (FIRMA DEL SOLICITANTE)</p> <hr/> <p>Signature of Witness, if required (Firma del Testigo, si es requerido)      Print Full Name of Witness (Escribe en Letra del Molde el Nombre Completo del Testigo)</p> <p>_____</p> <p>Residence Address of Witness or Title of Witness if an Election Official (Dirección Residencial del Testigo o Título del Testigo Si Es Un Oficial Electoral)</p> <p>_____</p> <p><b>X FOR WITNESS:</b> Applicant, if unable to sign, shall make mark in presence of witness. If applicant is unable to make mark, the witness shall check here _____.</p> <p><b>X Relationship to Applicant (Circle one: parent, grandparent, spouse, child, sibling, other.)</b></p> <p>(PARA EL TESTIGO: Si el solicitante no puede firmar, deberá hacer una marca ante un testigo. Si el solicitante no puede hacer una marca, el testigo deberá marcar aquí _____.)</p> <p>(Parentesco al Solicitante (Indique por hacer un circulo: padre, madre, abuelo, abuela, esposo, esposa, hijo, hija, hermano, hermana, otro.))</p>
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**Application for a Place on the Ballot**

<p><b>APPLICATION FOR A PLACE ON THE _____ PARTY GENERAL PRIMARY BALLOT</b>  <i>(APLICACION PARA UN LUGAR EN LA BOLETA DE LA PRIMARIA GENERAL DEL PARTIDO _____)</i></p>									
<p>TO: State/County Chair  <i>(A: Nombre o Título del Propio Oficial del Partido)</i></p>									
<p>I request that my name be placed on the above-named official primary ballot as a candidate for nomination to the office indicated below.  <i>(Solicito que mi nombre esté puesto en la arriba nombrada boleta oficial de esta primaria como candidato para la nominación al puesto oficial indicado abajo.)</i></p>									
<p><b>OFFICE SOUGHT (PUESTO OFICIAL SOLICITADO)</b>                  Include any place number or other distinguishing number.  <i>(Incluya cualquier número de lugar u otro número que hace el puesto oficial diferente a otros.)</i></p>	<p><b>INDICATE FULL OR UNEXPIRED TERM</b>  <i>(INDIQUE SI EL TERMINO DEL PUESTO OFICIAL ES TERMINO COMPLETO O NO COMPLETADO)</i></p>								
<p><b>FULL NAME (First, Middle, Last)</b>  <i>(NOMBRE COMPLETO) (Nombre de Pila, Segundo Nombre, Apellido)</i></p>	<p><b>PRINT NAME AS YOU WANT IT TO APPEAR ON THE BALLOT</b>  <i>(ESCRIBA SU NOMBRE COMO DESEA QUE APAREZCA SOBRE LA BOLETA)</i></p>								
<p><b>PERMANENT RESIDENCE ADDRESS</b> Street address and apartment number. If none, describe location of residence (do not include P.O. Box or Rural Rt.) <i>(DIRECCION DE RESIDENCIA PERMANENTE: Calle y Número de Departamento; si no tiene, describa la localidad de su residencia. No incluya su caja postal o ruta rural.)</i></p>		<p><b>MAILING ADDRESS (If different from residence address)</b>  <i>(DIRECCION POSTAL (Si es diferente a su dirección de residencia))</i></p>							
<p><b>CITY, STATE</b>  <i>(CIUDAD), (ESTADO)</i></p>	<p><b>ZIP</b>  <i>(ZONA POSTAL)</i></p>	<p><b>CITY, STATE</b>  <i>(CIUDAD), (ESTADO)</i></p>	<p><b>ZIP</b>  <i>(ZONA POSTAL)</i></p>						
<p><b>OCCUPATION</b>  <i>(EMPLEO)</i></p>	<p><b>DATE OF BIRTH</b>  <i>(FECHA DE NACIMIENTO)</i></p>	<p><b>COUNTY OF RESIDENCE</b>  <i>(CONDADO DE RESIDENCIA)</i></p>							
<p><b>TELEPHONE NUMBER (Include area code) (Optional)</b>  <i>(NUMERO DE TELEFONO—Incluya el código de la área) (Facultativo)</i></p>	<p><b>Length of Continuous Residence as of Date Application Sworn</b>  <i>(Tiempo en que ha Residido en un Solo Lugar en la Fecha en que Prestó Juramento Sobre la Solicitud)</i></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center; width: 33%;"> <b>IN STATE</b>  <i>(EN EL ESTADO)</i> </td> <td style="text-align: center; width: 33%;"> <b>IN COUNTY</b>  <i>(EN EL CONDADO)</i> </td> <td style="text-align: center; width: 33%;"> <b>IN DISTRICT OR PRECINCT</b>  <i>(EN EL DISTRITO O PRECINTO)</i> </td> </tr> <tr> <td style="text-align: center;">                     ___ yr(s) ___ mos  <i>(año(s) (mes(es))</i> </td> <td style="text-align: center;">                     ___ yr(s) ___ mos  <i>(año(s) (mes(es))</i> </td> <td style="text-align: center;">                     ___ yr(s) ___ mos  <i>(año(s) (mes(es))</i> </td> </tr> </table>			<b>IN STATE</b> <i>(EN EL ESTADO)</i>	<b>IN COUNTY</b> <i>(EN EL CONDADO)</i>	<b>IN DISTRICT OR PRECINCT</b> <i>(EN EL DISTRITO O PRECINTO)</i>	___ yr(s) ___ mos <i>(año(s) (mes(es))</i>	___ yr(s) ___ mos <i>(año(s) (mes(es))</i>	___ yr(s) ___ mos <i>(año(s) (mes(es))</i>
<b>IN STATE</b> <i>(EN EL ESTADO)</i>	<b>IN COUNTY</b> <i>(EN EL CONDADO)</i>	<b>IN DISTRICT OR PRECINCT</b> <i>(EN EL DISTRITO O PRECINTO)</i>							
___ yr(s) ___ mos <i>(año(s) (mes(es))</i>	___ yr(s) ___ mos <i>(año(s) (mes(es))</i>	___ yr(s) ___ mos <i>(año(s) (mes(es))</i>							
<p><b>OFFICE:</b>  <i>(DE SU OFICINA:)</i></p>	<p><b>HOME:</b>  <i>(DE SU DOMICILIO:)</i></p>								
<p>Before me, the undersigned authority, on this day personally appeared _____, who being by me here and now duly sworn, upon oath says: "I, _____, of _____ County, Texas, being a candidate for the office of _____, swear that I will support and defend the Constitution and laws of the United States and of the State of Texas. I am a citizen of the United States eligible to hold such office under the Constitution and laws of this state. I have not been declared mentally incompetent as determined by final judgment of a court, nor have I been finally convicted of a felony for which I have not been pardoned or had my full rights of citizenship restored by other official action. I am aware of the nepotism law, Article 5996a through 5996g of the Texas Revised Civil Statutes. I further swear that the foregoing statements included in my application are in all things true and correct.  <i>(Ante mí, la abajo firmado autoridad, apareció en persona la persona nombrada quien habiendo aquí y ahora prestado juramento debido, bajo juramento dice: "Yo, _____, del condado de _____, Texas, siendo candidato para el puesto oficial de _____ solemnemente juro que apoyaré y defenderé la Constitución y las leyes de los Estados Unidos y del Estado de Texas. Soy ciudadano de los Estados Unidos elegible para ocupar tal puesto oficial bajo la Constitución y las leyes de este Estado. No he sido declarado incapacitado de la mente como determinado por la decisión final de una corte, ni he sido probado culpable finalmente de una felonía por la cual no he sido perdonado o por la cual no se me han restituido enteramente mis derechos de ciudadanía por medio de otra acción oficial. Yo tengo conocimiento de la ley sobre el nepotismo según el Artículo 5996a a 5996g de los estatutos civiles revisados de Texas. Además juro que las precedentes declaraciones que incluyo en mi solicitud son verdaderas y están correctas en todos sentidos.")</i></p>									
<p><b>THIS APPLICATION IS ACCOMPANIED BY THE REQUIRED FILING FEE, PAID BY CASH _____, CHECK _____, MONEY ORDER _____, CASHIERS CHECK _____, OR A PETITION IN LIEU OF FILING FEE _____.</b>  <i>(INCLUYO LA CANTIDAD TOTAL DEL PAGO REQUERIDO PARA REGISTRARSE COMO CANDIDATO, PAGADO POR CHEQUE _____, DINERO DE CONTADO _____, LIBRANZA POSTAL _____, CHEQUE CAJERO _____, O UNA PETICION EN VEZ DEL PAGO REQUERIDO PARA REGISTRARSE COMO CANDIDATO _____.)</i></p>									
<p>_____                  SIGNATURE OF CANDIDATE <i>(FIRMA DEL CANDIDATO)</i></p>									
<p>Sworn to and subscribed before me at _____, this the _____ day of _____, 19_____.  <i>(Jurado y suscrito ante mí en _____, este día _____ de _____, 19_____.)</i></p>									
<p>_____                  Signature of Officer administering oath  <i>(Firma del oficial administrando el juramento)</i></p>		<p>_____                  Title of Officer administering oath  <i>(Título del oficial administrando el juramento)</i></p>							
<p><b>SEAL</b>  <i>(SELLO)</i></p>									

**Attachment 4**

**Crossword Puzzle #1**



**Across Clues:**

- 3. When you choose what or who you want in an election
- 4. A list of people or things that members of a group can vote on.
- 5. Things that a member can do that the group's rule cannot take away.
- 8. Things that a group agrees upon, that tell the group what they can and cannot do.

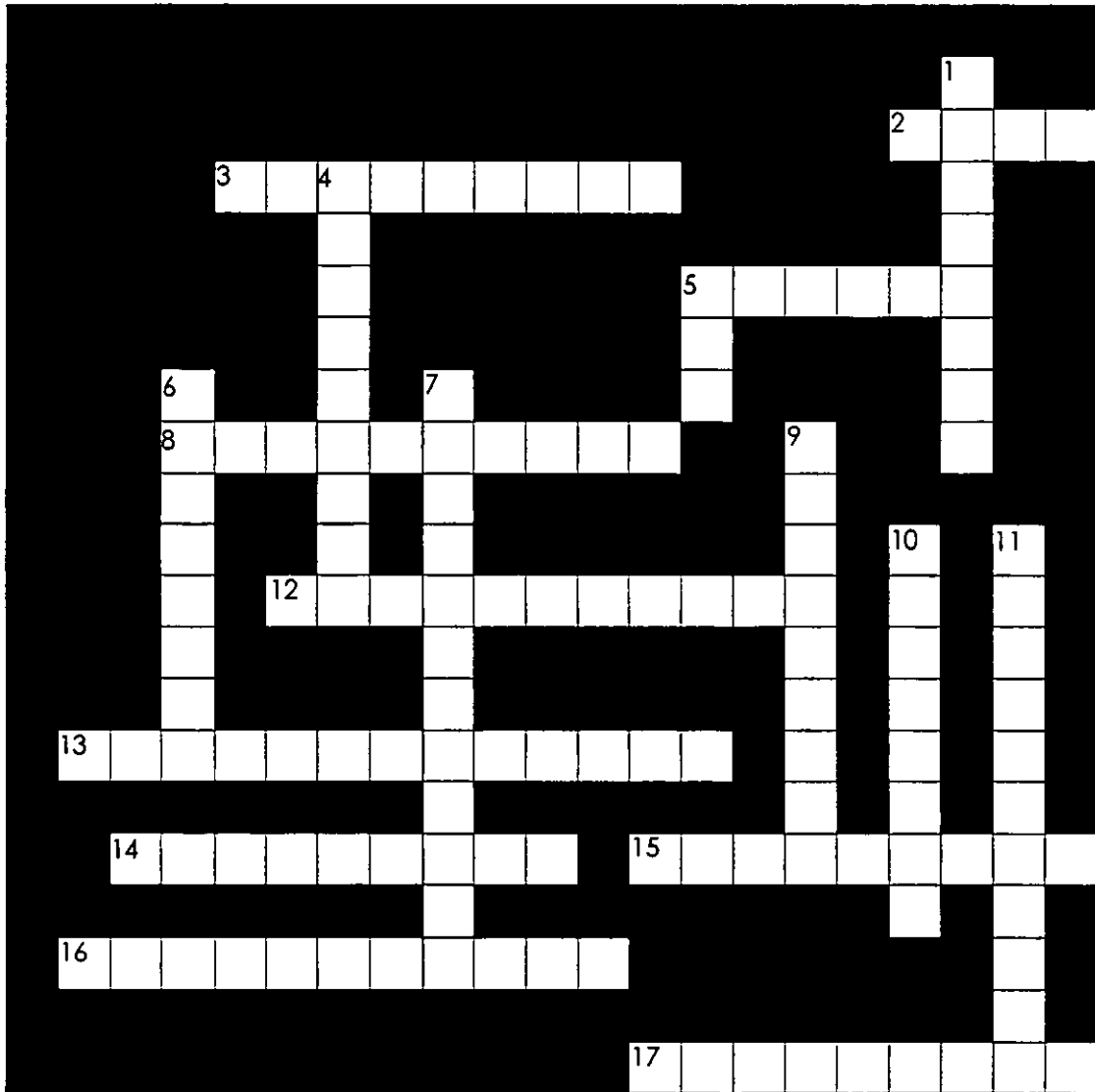
**Down Clues:**

- 1. A thing in which ballots are placed.
- 2. A person in a group.
- 6. A number of people that get together for some reason.
- 7. A person, an individual, you!

**Word List**

ballot  
 box  
 group  
 member  
 rights  
 rules  
 self  
 vote

Crossword Puzzle #2



The clues and word list for this puzzle are on the following page.

**Across Clues:**

2. To express one's wish or choice.
3. A government by the people.
5. A list of people or things that members of a group may vote on.
8. Submitting a piece of legislation to a popular vote.
12. A gathering of citizens for the discussion of a public issue (2 words).
13. A mechanical or electronic device used to record votes.
14. An expression of opinion by a form of mass media.
15. An official recorder or keeper of the eligible voter list and voting record.
16. Governmental body that provides representative leadership for an incorporated, developed area (2 words).
17. One who is running for office.

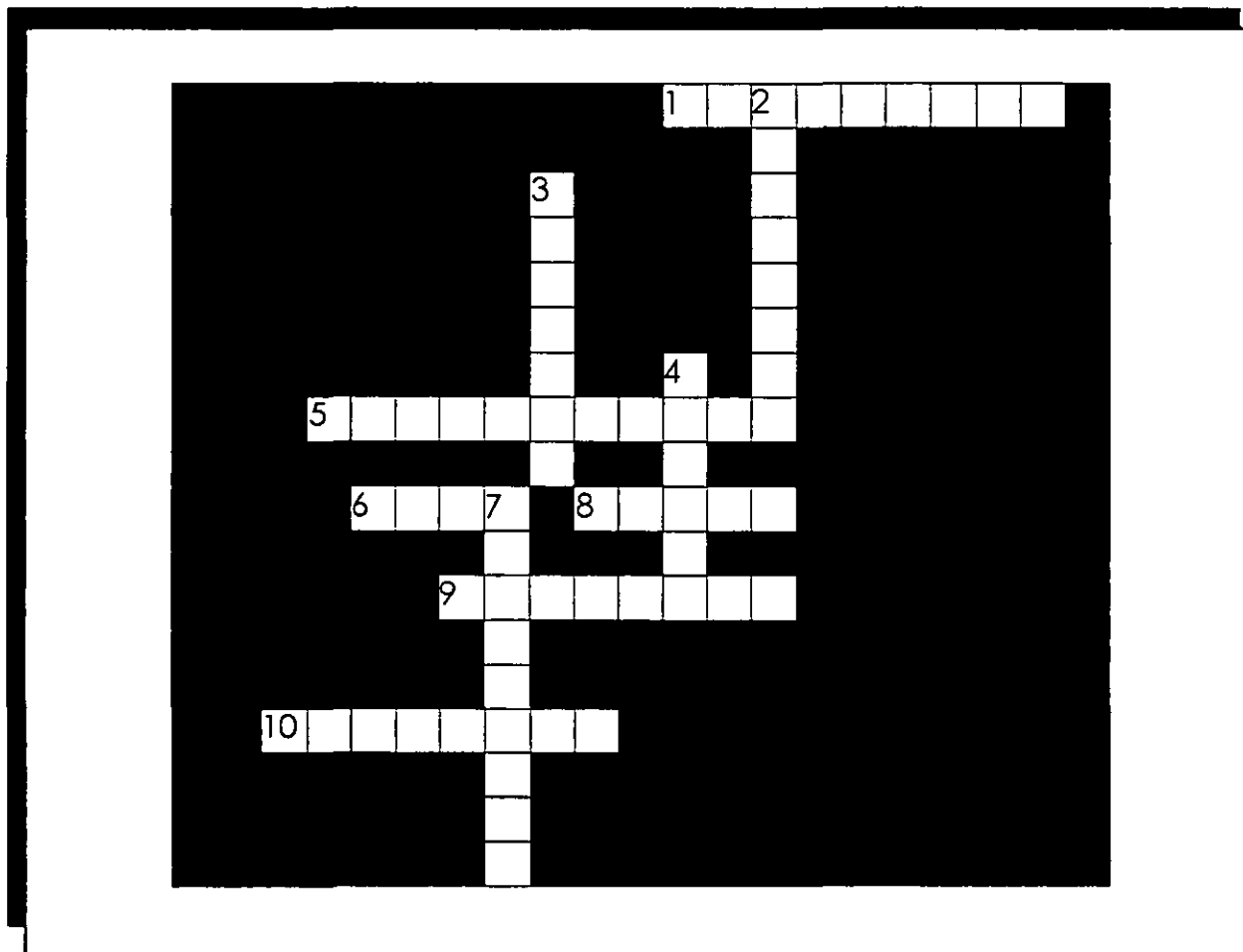
**Down Clues:**

1. Relating to the promotion of policy in a government body.
4. A form of communication designed to approach the bulk of society (2 words).
5. A thing in which completed ballots are placed.
6. A subdivision of a city or county often for the purpose of elections.
7. Providing proof of voting.
9. Requirements set by a governmental body for whether or not a citizen can vote.
10. Constituting more than half of the total number.
11. A printed form on which a person's vote is recorded (2 words).

**Word List**

<b>ballot</b>	<b>majority</b>
<b>box</b>	<b>paper ballot</b>
<b>candidate</b>	<b>politics</b>
<b>city council</b>	<b>precinct</b>
<b>democracy</b>	<b>referendum</b>
<b>editorial</b>	<b>registrar</b>
<b>eligibility</b>	<b>registration</b>
<b>mass meeting</b>	<b>vote</b>
<b>mass media</b>	<b>voting machine</b>

Crossword Puzzle #3



**Across Clues:**

- 1. One who is running for office.
- 5. A candidate who runs for office with another candidate from the same party. (2 words)
- 6. To express one's wish or choice.
- 8. A place where people go to vote.
- 9. What someone must do before they are able to vote.
- 10. The things a candidate does to help get elected while running for office.

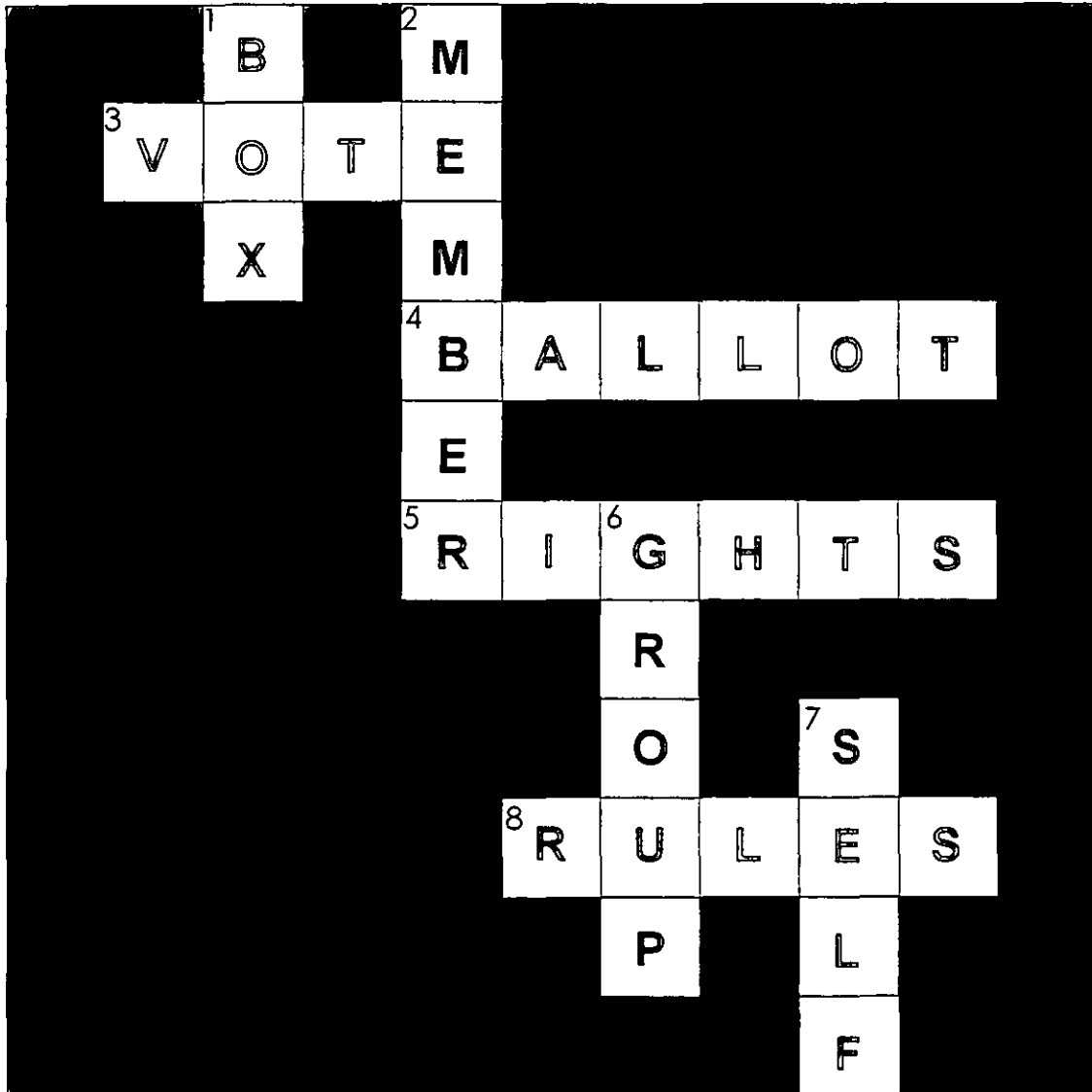
**Down Clues:**

- 2. A way in which a candidate is chosen to be in an election.
- 3. The results of an election.
- 4. A list of names or items that a person chooses from when he votes.
- 7. A way in which a candidate is chosen for office by others.

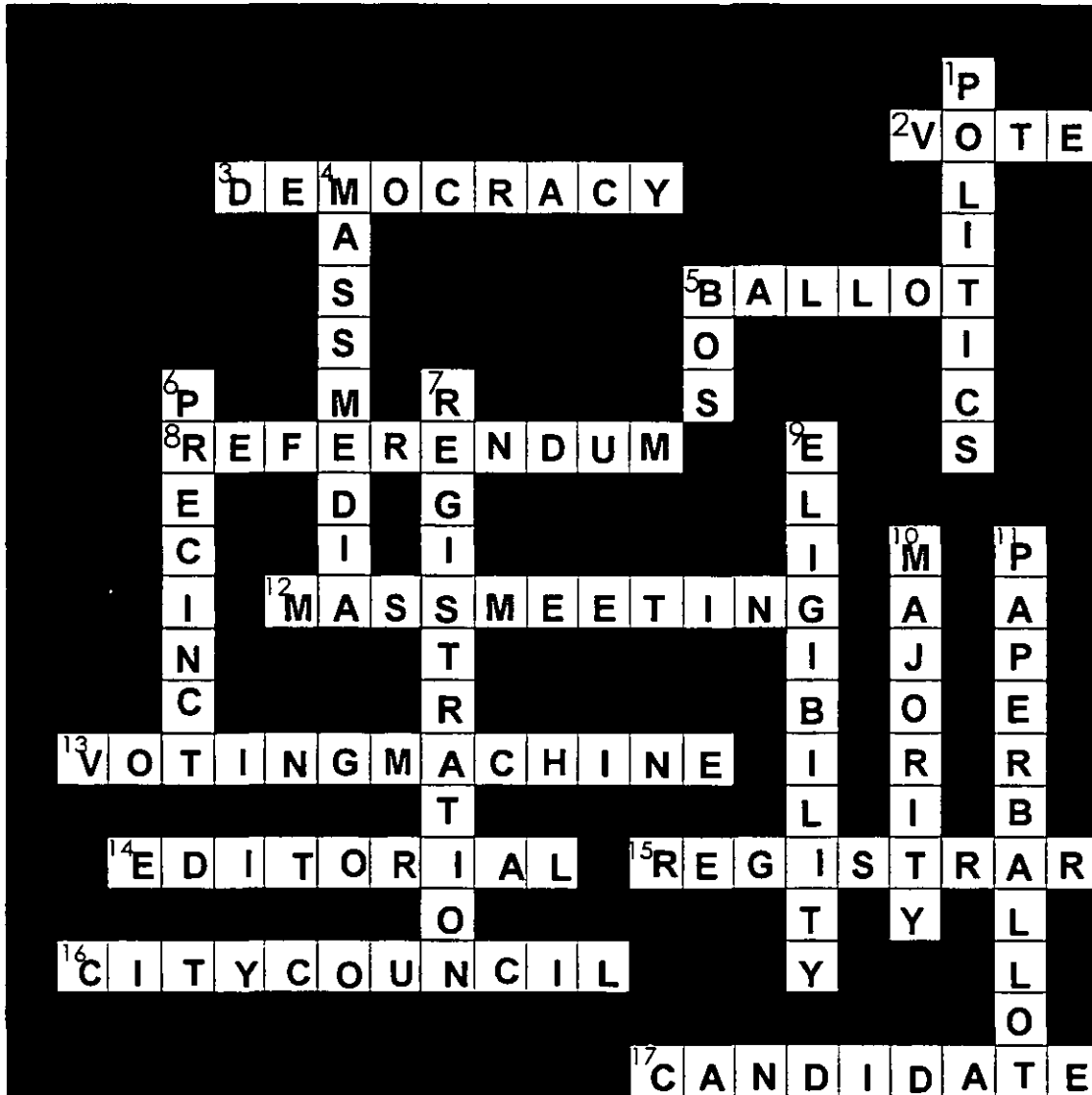
**Word List**

ballot  
candidate  
campaign  
nominate  
polls  
register  
elections  
returns  
running mate  
vote

Solution to Crossword Puzzle #1

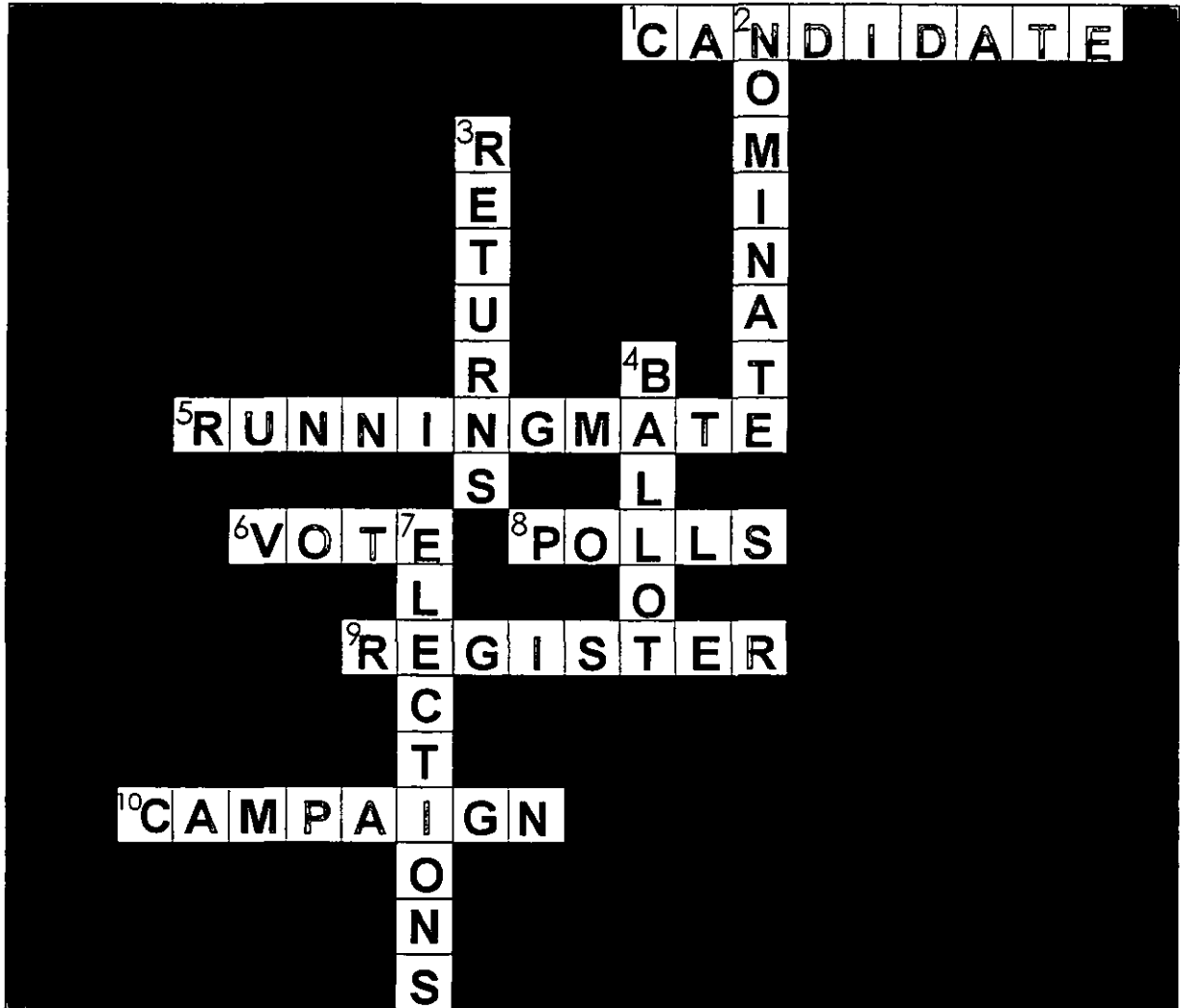


Solution to Crossword Puzzle #2





Solution to Crossword Puzzle #3



Note: the crossword puzzles in this section were created by Gary Miller of Virginia Beach, Virginia. *Voter Education Guidebook*, Commonwealth of Virginia State Board of Elections and Department of Education Voter Education Program.

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U. S. Almanac, current

Texas Almanac, current

Texas Election Bulletin, current

# History of the Electoral College

## Major Idea

To understand why the Electoral College was created and how it works.

## Learning Objectives

Students will:

1. define election, electoral college, and electors
2. discuss the history of the Electoral College from its origination to its current design
3. calculate the number of electoral votes for each state
4. determine which states would be most important in a presidential campaign
5. determine which combination of states would produce a tie in the Electoral College
6. calculate how a candidate with a minority of the popular vote could win a presidential election
7. chronologically describe the Electoral College procedure
8. list the advantages and disadvantages of the Electoral College

## Social Studies Essential Elements

3A, 3B, 5C, 6A, 6B, 6C, 6F, 6G, 6H, 6I, 8A, 8B, 8E, 8F, 8H.

## Materials Needed

Attachment 1: Map of the United States  
Attachment 2: Chronological Arrangement of the Electoral College Procedure  
Attachment 3: Election Dates Exercise  
Attachment 4: Electoral College Procedures Exercise  
United States Constitution  
Reference Books/Materials

## Vocabulary

election  
electoral college  
electors

## Teaching Strategies

1. Divide the class into groups of three to five students. Have each group prepare a presentation for the class using a presidential election of historical curiosity (1800, 1824, 1836, 1872, 1876, 1888) as a topic. The group's discussion should include the interesting developments and outcome of the election.

After each group has given their presentation, lead the entire class in a discussion of whether these were examples of what can go wrong with the Electoral College, or were indicators of profound political divisions within the country that needed resolution at a higher level. Use the class presentations as a means of discussing how it is possible for a candidate to lose the popular vote and still become President of the United States. The exercise on **Attachment 4** further illustrates this idea.

2. Discuss the evolution of the Electoral College. Include in the discussion why the Electoral College was created and why changes to the original design were deemed necessary. Remind students that there were no political parties or national campaigns when the Electoral College was created. Also mention the other ideas proposed at the Constitutional Convention for selecting a president and the reasons they were rejected.
3. Explain to students that presidential elections are different than any other election held in the United States. Present these differences to the students while giving basic definitions of the terms **election**, **Electoral College** and **electors**. Quiz students later to determine that they can distinguish between these similar terms.
4. Ask students to calculate the total number of Electoral College votes for five states. They can do this by completing **Attachment 1**. Once they have finished the exercise, they will realize there are still three Electoral College votes unaccounted for. Have them determine where these votes come from and write their answer(s) on the lines below the map.
5. Have students use **Attachment 1** to answer basic questions about electoral votes. Examples of questions are:
  1. How many electoral votes does a candidate need to win the presidential election?
  2. Which state has the most electoral votes and which has the least?
  3. What is the least number of states a candidate must carry and be able to win the election? Name the states required.
  4. If you were running for president which states would be a top priority for your campaign?

6. Have students use **Attachment 1** to determine which states would produce a tie in the Electoral College. Students should also be able to answer the following questions:

*Who elects the next president if a tie in the Electoral College occurs?  
When do U.S. citizens know that a tie has occurred in the Electoral College?*

7. For students to understand the Electoral College procedure, it is essential for them to know the sequence of events that take place. Have students complete **Attachment 2**. This assignment can be done on an individual or group basis.
8. Have students conduct a class debate regarding the advantages and disadvantages of the Electoral College. Divide the class into groups and have students propose ideas for alternative methods of electing a president. If they do not feel there is any better method, have them give reasons why they consider this the best procedure for electing a president.

### *The Electoral College*

**Author:**

**William C. Kimberling**

**Published by:**

**National Clearinghouse on Election Administration**

**Federal Election Commission**

**Washington, D.C. 20463**

**May 1992**

### **The Electoral College**

In order to appreciate the reasons for the Electoral College, it is essential to understand its historical context and the problem that the Founding Fathers were trying to solve. They faced the difficult question of how to elect a president in a nation that:

- was composed of thirteen large and small States jealous of their own rights and powers and suspicious of any central national government
- contained only 4,000,000 people spread up and down a thousand miles of Atlantic seaboard barely connected by transportation or communication (so that national campaigns were impractical even if they had been thought desirable)
- believed, under the influence of such British political thinkers as Henry St. John Bolingbroke, that political parties were mischievous if not downright evil, and
- felt that gentlemen should not campaign for public office (The saying was "The office should seek the man, the man should not seek the office.").

How, then, to choose a president without political parties, without national campaigns, and without upsetting the carefully designed balance between the presidency and the Congress on one hand and between the States and the federal government on the other?

### **Origins of the Electoral College**

The Constitutional Convention considered several possible methods of selecting a president.

One idea was to have the Congress choose the president. This idea was rejected, however, because some felt that making such a choice would be too divisive an issue and leave too many hard feelings in the Congress. Others felt that such a procedure would invite unseemly political bargaining, corruption, and per-

haps even interference from foreign powers. Still others felt that such an arrangement would upset the balance of power between the legislative and executive branches of the federal government.

A second idea was to have the State legislatures select the president. This idea, too, was rejected out of fears that a president so beholden to the State legislatures might permit them to erode federal authority and thus undermine the whole idea of a federation.

A third idea was to have the president elected by popular vote. Direct election was rejected not because the Framers of the Constitution doubted public intelligence but rather because they feared that without sufficient information about candidates from outside their State, people would naturally vote for a "favorite son" from their own State or region. At worst, no president would emerge with a popular majority sufficient to govern the whole country. At best, the choice of president would always be decided by the largest, most populous States with little regard for the smaller ones.

Finally, a so-called "Committee of Eleven" in the Constitutional Convention proposed an indirect election of the president through a College of Electors.

The function of the College of Electors in choosing the president can be likened to that in the Roman Catholic Church of the College of Cardinals selecting the Pope. The original idea was for the most knowledgeable and informed individuals from each state to select the president based solely on merit and without regard to State of origin or political party.

The structure of the Electoral College can be traced to the Centurial Assembly system of the Roman Republic. Under that system, the adult male citizens of Rome were divided, according to their wealth, into groups of 100 (called Centuries). Each group of 100 was entitled to cast only one vote either in favor or against proposals submitted to them by the Roman Senate. In the Electoral College system, the States serve as the Centurial groups (though they are not, of course, based on wealth), and the number of votes per State is determined by the size of each State's Congressional delegation. Still, the two systems are similar in design and share many of the same advantages and disadvantages.

The similarities between the Electoral College and classical institutions are not accidental. Many of the Founding Fathers were well schooled in ancient history and its lessons.

### **The First Design**

In the first design of the Electoral College (described in Article II, Section 1 of the Constitution):

- Each State was allocated a number of Electors equal to the number of its U.S. Senators (always 2) plus the number of its U.S. Representatives (which

may change each decade according to the size of each State's population as determined in the decennial census). This arrangement built upon an earlier compromise in the design of the Congress itself and thus satisfied both large and small states.

- The manner of choosing the Electors was left to the individual State legislatures, thereby pacifying States suspicious of a central national government.
- Members of Congress and employees of the federal government were specifically prohibited from serving as an Elector in order to maintain the balance between the legislative and executive branches of the federal government.
- Each State's Electors were required to meet in their respective States rather than all together in one great meeting. This arrangement, it was thought, would prevent bribery, corruption, secret dealing, and foreign influence.
- In order to prevent Electors from voting only for a "favorite son" of their own State, each Elector was required to cast two votes for president, at least one of which had to be for someone outside their home State. The idea, presumably, was that the winner would likely be everyone's second favorite choice.
- The electoral votes were to be sealed and transmitted from each of the States to the President of the Senate who would then open them before both houses of the Congress and read the results.
- The person with the most electoral votes, provided that it was an absolute majority (at least one over half of the total), became president. Whoever obtained the next greatest number of electoral votes became vice president—an office which they seem to have invented for the occasion since it had not been mentioned previously in the Constitutional Convention.
- In the event that no one obtained an absolute majority in the Electoral College or in the event of a tie vote, the U.S. House of Representatives, as the chamber closest to the people, would choose the president from among the top five contenders. They would do this (as a further concession to the small States) by allowing each State to cast only one vote with an absolute majority of the States being required to elect a president. The vice presidency would go to whatever remaining contender had the greatest number of electoral votes. If that, too, was tied, the U.S. Senate would break the tie by deciding between the two.

In all, this was quite an elaborate design. But it was also a very clever one when you consider that the whole operation was supposed to work without political parties and without national campaigns while maintaining the balances and satisfying the fears in play at the time. Indeed, it is probably because the Electoral College was originally designed to operate in an environment so totally different from our own that many people think it is anachronistic and fail to appreciate the new purposes it now serves. But of that, more later.



## The Second Design

The first design of the Electoral College lasted through only four presidential elections. For in the meantime, political parties had emerged in the United States. The very people who had been condemning parties publicly had nevertheless been building them privately. And too, the idea of political parties had gained respectability through the persuasive writings of such political philosophers as Edmund Burke and James Madison.

One of the accidental results of the development of political parties was that in the presidential election of 1800, the Electors of the Democratic-Republican Party gave Thomas Jefferson and Aaron Burr (both of that party) an equal number of electoral votes. The tie was resolved by the House of Representatives in Jefferson's favor—but only after 36 tries and some serious political dealings which were considered unseemly at the time. Since this sort of bargaining over the presidency was the very thing the Electoral College was supposed to prevent, the Congress and the States hastily adopted the Twelfth Amendment to the Constitution by September of 1804.

To prevent tie votes in the Electoral College which were made probable, if not inevitable, by the rise of political parties (and no doubt to facilitate the election of a president and vice president of the same party), the 12th Amendment requires that each Elector cast one vote for president and a separate vote for vice president rather than casting two votes for president with the runner-up being made vice president. The Amendment also stipulates that if no one receives an absolute majority of electoral votes for president, then the U.S. House of Representatives will select the president from among the top three contenders with each State casting only one vote and an absolute majority being required to elect. By the same token, if no one receives an absolute majority for vice president, then the U.S. Senate will select the vice president from among the top two contenders for that office. All other features of the Electoral College remained the same including the requirement that, in order to prevent Electors from voting only for "favorite sons", either the presidential or vice presidential candidate has to be from a State other than that of the Electors.

In short, political party loyalties had, by 1800, begun to cut across State loyalties thereby creating new and different problems in the selection of a president. By making seemingly slight changes, the 12th Amendment fundamentally altered the design of the Electoral College and, in one stroke, accommodated political parties as a fact of life in American presidential elections.

It is noteworthy in passing that the idea of electing the president by direct popular vote was not widely promoted as an alternative to redesigning the Electoral College. This may be because the physical and demographic circumstances of the country had not changed that much in a dozen or so years. Or it may be because the excesses of the recent French revolution (and its fairly rapid degeneration into dictatorship) had given the populists some pause to reflect on the wisdom of too direct a democracy.

## The Evolution of the Electoral College

Since the 12th Amendment, there have been several federal and State statutory changes which have affected both the time and manner of choosing Presidential Electors but which have not further altered the fundamental workings of the Electoral College. There have also been a few curious incidents which its critics cite as problems but which proponents of the Electoral College view as merely its natural and intended operation.

## The Manner of Choosing Electors

From the outset, and to this day, the manner of choosing its State's Electors was left to each State legislature. And initially, as one might expect, different States adopted different methods.

Some State legislatures decided to choose the Electors themselves. Others decided on a direct popular vote for Electors either by Congressional district or at large throughout the whole State. Still others devised some combination of these methods. But in all cases, Electors were chosen individually from a single list of all candidates for the position.

During the 1800's, two trends in the States altered and more or less standardized the manner of choosing Electors. The first trend was toward choosing Electors by the direct popular vote of the whole State (rather than by the State legislature or by the popular vote of each Congressional district). Indeed, by 1836, all States had moved to choosing their Electors by a direct statewide popular vote except South Carolina which persisted in choosing them by the State legislature until 1860. Today, all States choose their Electors by direct statewide election except Maine (which in 1969) and Nebraska (which in 1991) changed to selecting two of its Electors by a statewide popular vote and the remainder by the popular vote in each Congressional district.

Along with the trend toward their direct statewide election came the trend toward what is called the "winner-take-all" system of choosing Electors. Under the winner-take-all system, the presidential candidate who wins the most popular votes within a State wins all of that State's Electors. This winner-take-all system was really the logical consequence of the direct statewide vote for Electors owing to the influence of political parties. For in a direct popular election, voters loyal to one political party's candidate for president would naturally vote for that party's list of proposed Electors. By the same token, political parties would propose only as many Electors as there were electoral votes in the State so as not to fragment their support and thus permit the victory of another party's Elector.

There arose, then, the custom that each political party would, in each State, offer a "slate of Electors"—a list of individuals loyal to their candidate for president and equal in number to that State's electoral vote. The voters of each State would then vote for each individual listed in the slate of whichever party's candidate they

preferred. Yet the business of presenting separate party slates of individuals occasionally led to confusion. Some voters divided their votes between party lists because of personal loyalties to the individuals involved rather than according to their choice for president. Other voters, either out of fatigue or confusion, voted for fewer than the entire party list. The result, especially in close elections, was the occasional splitting of a State's electoral vote. This happened as late as 1916 in West Virginia when seven Republican Electors and one Democrat Elector won.

Today, the individual party candidates for Elector are seldom listed on the ballot. Instead, the expression "Electors for" usually appears in fine print on the ballot in front of each set of candidates for president and vice president (or else the State law specifies that votes cast for the candidates are to be counted as being for the slate of delegates pledged to those candidates). It is still true, however, that voters are actually casting their votes for the Electors for the presidential and vice presidential candidates of their choice rather than for the candidates themselves.

### **The Time of Choosing Electors**

The time for choosing Electors has undergone a similar evolution. For while the Constitution specifically gives to the Congress the power to "determine the Time of choosing the Electors", the Congress at first gave some latitude to the States.

For the first fifty years of the Federation, Congress permitted the States to conduct their presidential elections (or otherwise to choose their Electors) anytime in a 34 day period before the first Wednesday of December which was the day set for the meeting of the Electors in their respective States. The problems born of such an arrangement are obvious and were intensified by improved communications. For the States which voted later could swell, diminish, or be influenced by a candidate's victories in the States which voted earlier. In close elections, the States which voted last might well determine the outcome. (And it is perhaps for this reason that South Carolina, always among the last States to choose its Electors, maintained for so long its tradition of choosing them by the State legislature. In close elections, the South Carolina State legislature might well decide the presidency!).

The Congress, in 1845, therefore adopted a uniform day on which the States were to choose their Electors. That day—the Tuesday following the first Monday in November in years divisible by four—continues to be the day on which all the States now conduct their presidential elections.

### **Historical Curiosities**

In the evolution of the Electoral College, there have been some interesting developments and remarkable outcomes. Critics often try to use these as examples of what can go wrong. Yet most of these historical curiosities were the result of profound political divisions within the country which the designers of the Electoral College system seem to have anticipated as needing resolution at a higher level.

- In 1800, as previously noted, the Democratic-Republican Electors gave both Thomas Jefferson and Aaron Burr an equal number of electoral votes. The tie, settled in Jefferson's favor by the House of Representatives in accordance with the original design of the Electoral College system, prompted the 12th Amendment which effectively prevented this sort of thing from ever happening again.
- In 1824, there were four fairly strong contenders in the presidential contest (Andrew Jackson, John Quincy Adams, William Crawford, and Henry Clay) each of whom represented an important faction within the now vastly dominant Democratic-Republican Party. The electoral votes were so divided amongst them that no one received the necessary majority to become president (although the popular John C. Calhoun did receive enough electoral votes to become vice president). In accordance with the provisions of the 12th Amendment, the choice of president devolved upon the House of Representatives who narrowly selected John Quincy Adams despite the fact that Andrew Jackson had obtained the greater number of electoral votes. This election is often cited as the first one in which the candidate who obtained the greatest popular vote (Jackson) failed to be elected president. The claim is a weak one, though, since six of the twenty four States at the time still chose their Electors in the State legislature. Some of these (such as sizable New York) would likely have returned large majorities for Adams had they conducted a popular election.
- The 1836 presidential election was a truly strange event. The developing Whig Party, for example, decided to run three different presidential candidates (William Henry Harrison, Daniel Webster, and Hugh White) in separate parts of the country. The idea was that their respective regional popularities would ensure a Whig majority in the Electoral College which would then decide on a single Whig presidential ticket. This fairly inspired scheme failed, though, when Democratic-Republican candidate Martin Van Buren won an absolute majority of Electors. Nor has such a strategy ever again been seriously attempted. Yet Van Buren himself did not escape the event entirely unscathed. For while he obtained an electoral majority, his vice presidential running mate (one Richard Johnson) was considered so objectionable by some of the Democratic-Republican Electors that he failed to obtain the necessary majority of electoral votes to become vice president. In accordance with the 12th Amendment, the decision devolved upon the Senate which chose Johnson as vice president anyway. A really bizarre election, that one.
- In the 1872 election, Democratic candidate Horace Greeley (he of earlier "Go West, young man, go West" journalistic fame whose nomination makes a good story in itself) thoughtlessly died during that period between the popular vote for Electors and the meeting of the Electoral College. The Electors who were pledged to him clearly unprepared for such an eventuality, split their electoral votes amongst several other Democratic candidates (including three votes for Greeley himself as a possible comment on the

incumbent Ulysses S. Grant). That hardly mattered, though, since the Republican Grant had readily won an absolute majority of Electors. Still it was an interesting event for which the political parties are now prepared.

- In 1876, the country once again found itself in serious political turmoil echoing, in some respects, both the economic divisions of 1824 and the impending political party realignments of 1836 but with the added bitterness of Reconstruction. A number of deep cross currents were in play. After a vast economic expansion, the country had fallen into a deep depression. Monetary and tariff issues were eroding the Union Republican coalition of East and West while a solid Republican black vote eroded the traditional Democratic hold on the South. The incumbent Republican administration of Grant had suffered a seemingly endless series of scandals involving graft and corruption on a scale hitherto unknown. And the South was eager to put an end to Radical Reconstruction which was, after all, a kind of vast political mugging. Against this backdrop, the resurging Democratic Party easily nominated Samuel J. Tilden, the popular Governor of New York, and Thomas A. Hendricks of Indiana (shrewd geographic choices under the circumstances). The Republicans, in a more turbulent convention, selected Ohio Governor Rutherford B. Hayes and William A. Wheeler of New York. A variety of fairly significant third parties also cropped up, further shattering the country's political cohesion.

This is about as good a prescription for electoral chaos as anyone might hope for. Indeed, it is almost surprising that things did not turn out worse than they did. For on election night, it looked as though Tilden had pulled off the first Democratic presidential victory since the Civil War—although the decisive electoral votes of South Carolina, Florida and Louisiana remained in balance. Yet these States were as divided internally as was the nation at large. Without detailing the machinations of the vote count, suffice it to say that each State finally delivered to the Congress two sets of electoral votes—one set for Tilden and one set for Hayes. Because the Congressional procedures for resolving disputed sets of Electors had expired, the Congress established a special 15-member commission to decide the issue in each of the three States. After much partisan intrigue, the special commission decided (by one vote in each case) on Hayes' Electors from all three States. Thus, Hayes was elected president despite the fact that Tilden, by everyone's count, had obtained a slight majority of popular votes (although the difference was a mere 3% of the total vote cast). As a final note, the Congress enacted in 1887 legislation that delegated to each State the final authority to determine the legality of its choice of Electors and required a concurrent majority of both houses of Congress to reject any electoral vote. That legislation remains in effect to this day so that the events of 1876 will not repeat themselves.

- Benjamin Harrison's election in 1888 is really the only clear cut instance in which the Electoral College vote went contrary to the popular vote. This happened because the incumbent, Democrat Grover Cleveland, ran up huge popular majorities in several of the 18 States which supported him while the Republican challenger, Benjamin Harrison, won only slender majorities in some of the larger of the 20 States which supported him (most notably in

Cleveland's home State of New York). Even so, the difference between them was only 110,476 votes out of 11,381,032 cast—less than 1% of the total. Interestingly, in this case, there were few critical issues (other than tariffs) separating the candidates so that the election seems to have been fought—and won—more on the basis of superior party organization in getting out the vote than on the issues of the day.

These, then, are the major historical curiosities of the Electoral College system. And because they are so frequently cited as flaws in the system a few observations on them seem in order.

First, all of these events occurred over a century ago. For the past hundred years, the Electoral College has functioned without incident in every presidential election through two world wars, a major economic depression, and several periods of acute civil unrest. Only twice in this century (the States' Rights Democrats in 1948 and George Wallace's American Independents in 1968) have there been attempts to block an Electoral College victory and thus either force a negotiation for the presidency or else force the decision into the Congress. Neither attempt came close to succeeding. Such stability, rare in human history, should not be lightly dismissed.

Second, each of these events (except 1888) resulted either from political inexperience (as in 1800, 1836, and 1872) or from profound political divisions within the country (as in 1824, 1876, and even 1948 and 1968) which required some sort of higher order political resolution. And all of them were resolved in a peaceable and orderly fashion without any public uprising and without endangering the legitimacy of the sitting president. Indeed, it is hard to imagine how a direct election of the president could have resolved events as agreeably.

Finally, as the election of 1888 demonstrates, the Electoral College system imposes two requirements on candidates for the presidency:

- that the victor obtain a sufficient popular vote to enable him to govern (although this may not be the absolute majority), and
- that such a popular vote be sufficiently distributed across the country to enable him to govern.

Such an arrangement ensures a regional balance of support which is a vital consideration in governing a large and diverse nation (even though in close elections, as in 1888, distribution of support may take precedence over majority of support).

Far from being flaws, then, the historical oddities described above demonstrate the strength and resilience of the Electoral College system in being able to select a president in even the most troubled of times.

## Current Workings of the Electoral College

The current workings of the Electoral College are the result of both design and experience. As it now operates:

- Each State is allocated a number of Electors equal to the number of its U.S. Senators (always 2) plus the number of its U.S. Representatives (which may change each decade according to the size of each State's population as determined in the Census).
- The political parties (or independent candidates) in each State submit to the State's chief election official a list of individuals pledged to their candidate for president and equal in number to the State's electoral vote. Usually, the major political parties select these individuals in their State party conventions while third parties and independent candidates merely designate theirs.
- Members of Congress and employees of the federal government are prohibited from serving as an Elector in order to maintain the balance between the legislative and executive branches of the federal government.
- After their caucuses and primaries, the major parties nominate their candidates for president and vice president in their national conventions—traditionally held in the summer preceding the election. (Third parties and independent candidates follow different procedures according to the individual State laws). The names of the duly nominated candidates are then officially submitted to each State's chief election official so that they might appear on the general election ballot.
- On the Tuesday following the first Monday of November in years divisible by four, the people in each State cast their ballots for the party slate of Electors representing their choice for president and vice president (although as a matter of practice, general election ballots normally say "Electors for" each set of candidates rather than list the individual Electors on each slate).
- Whichever party slate wins the most popular votes in the State becomes that State's Electors—so that, in effect, whichever presidential ticket gets the most popular votes in a State wins all the Electors of that State. [The two exceptions to this are Maine and Nebraska where two Electors are chosen by a statewide popular vote and the remainder by the popular vote within each Congressional district].
- On the Monday following the second Wednesday of December (as established in federal law) each State's Electors meet in their respective State capitals and cast their electoral votes—one for president and one for vice president.
- In order to prevent Electors from voting only for "favorite sons" of their home State, at least one of their votes must be for a person from outside their State

(though this is seldom a problem since the parties have consistently nominated presidential and vice presidential candidates from different States).

- The electoral votes are then sealed and transmitted from each State to the President of the Senate who, on the following January 6, opens and reads them before both houses of the Congress.
- The candidate for president with the most electoral votes, provided that it is an absolute majority (one over half of the total), is declared president. Similarly, the vice presidential candidate with the absolute majority of electoral votes is declared vice president.
- In the event no one obtains an absolute majority of electoral votes for president, the U.S. House of Representatives (as the chamber closest to the people) selects the president from among the top three contenders with each State casting only one vote and an absolute majority of the States being required to elect. Similarly, if no one obtains an absolute majority for vice president, then the U.S. Senate makes the selection from among the top two contenders for that office.
- At noon on January 20, the duly elected president and vice president are sworn into office.

Occasionally questions arise about what would happen if the presidential or vice presidential candidate died at some point in this process. For answers to these, as well as to a number of other "what if" questions, readers are advised to consult a small volume entitled *After the People Vote: Steps in Choosing the President* edited by Walter Berns and published in 1983 by the American Enterprise Institute. Similarly, further details on the history and current functioning of the Electoral College are available in the second edition of *Congressional Quarterly's Guide to U.S. Elections*, a real goldmine of information, maps, and statistics.



## Succession of the President

The succession of the President, as stated in Amendment 25 of the U.S. Constitution, is as follows:

Amendment 25: In case of death, resignation, unable to perform duties of the President or removed from office (impeached and convicted), the Vice-President becomes President and then appoints a new Vice-President.

Succession of the President:

1. Vice-President
2. Speaker of the House
3. President pro tempore of the Senate
4. Secretary of State
5. Secretary of the Treasury
6. Secretary of Defense
7. Attorney General
8. Secretary of the Interior
9. Secretary of Agriculture
10. Secretary of Commerce
11. Secretary of Labor
12. Secretary of Health and Human Services
13. Secretary of Housing and Urban Development
14. Secretary of Transportation
15. Secretary of Energy
16. Secretary of Education

*Note: An official cannot succeed to the Presidency unless that person meets the Constitutional requirements.*

**Distribution of Electoral Votes**

<b>State</b>	<b>1981-1990</b>	<b>1991-2000</b>
Alabama	9	9
Alaska	3	3
Arizona	7	8
Arkansas	6	6
California	47	54
Colorado	8	8
Connecticut	8	8
Delaware	3	3
District of Columbia	3	3
Florida	21	25
Georgia	12	13
Hawaii	4	4
Idaho	4	4
Illinois	24	22
Indiana	12	12
Iowa	8	7
Kansas	7	6
Kentucky	9	8
Louisiana	10	9
Maine	4	4
Maryland	10	10
Massachusetts	13	12
Michigan	20	18
Minnesota	10	10
Mississippi	7	7
Missouri	11	11
Montana	4	3
Nebraska	5	5
Nevada	4	4
New Hampshire	4	4
New Jersey	16	15
New Mexico	5	5
New York	36	33
North Carolina	13	14
North Dakota	3	3
Ohio	23	21
Oklahoma	8	8
Oregon	7	7
Pennsylvania	25	23
Rhode Island	4	4
South Carolina	8	8
South Dakota	3	3
Tennessee	11	11
Texas	29	32
Utah	5	5
Vermont	3	3
Virginia	12	13
Washington	10	11
West Virginia	6	5
Wisconsin	11	11
Wyoming	3	3

**TOTAL ELECTORAL VOTE: 538****NEEDED TO ELECT: 270**

## The Pro's and Con's of the Electoral College System

There have, in its 200-year history, been a number of critics and proposed reforms to the Electoral College system—most of them trying to eliminate it. But there are also staunch defenders of the Electoral College who, though perhaps less vocal than its critics, offer very powerful arguments in its favor.

### Arguments Against the Electoral College

Those who object to the Electoral College system and favor a direct popular election of the president generally do so on four grounds:

- the possibility of electing a minority president
- the risk of so-called “faithless” Electors,
- the possible role of the Electoral College in depressing voter turnout, and
- its failure to accurately reflect the national popular will.

Opponents of the Electoral College are disturbed by **the possibility of electing a minority president** (one without the absolute majority of popular votes). Nor is this concern entirely unfounded since there are three ways in which that could happen.

One way in which a minority president could be elected is if the country were so deeply divided politically that three or more presidential candidates split the electoral votes among them such that no one obtained the necessary majority. This occurred, as noted above, in 1824 and was unsuccessfully attempted in 1948 and again in 1968. Should that happen today, there are two possible resolutions: either one candidate could throw his electoral votes to the support of another (before the meeting of the Electors) or else, absent an absolute majority in the Electoral College, the U.S. House of Representatives would select the president in accordance with the 12th Amendment. Either way, though, the person taking office would not have obtained the absolute majority of the popular vote. Yet it is unclear how a direct election of the president could resolve such a deep national conflict without introducing a presidential run-off election—a procedure which would add substantially to the time, cost, and effort already devoted to selecting a president and which might well deepen the political divisions while trying to resolve them.

A second way in which a minority president could take office is if, as in 1888, one candidate's popular support were heavily concentrated in a few States while the other candidate maintained a slim popular lead in enough States to win the needed majority of the Electoral College. While the country has occasionally come close to this sort of outcome, the question here is whether the **distribution** of a candidate's popular support should be taken into account alongside the relative size of it. This issue was mentioned above and is discussed at greater length below.

A third way of electing a minority president is if a third party or candidate, however small, drew enough votes from the top two that no one received over

50% of the national popular total. Far from being unusual, this sort of thing has, in fact, happened 15 times including (in this century) Wilson in both 1912 and 1916, Truman in 1948, Kennedy in 1960, and Nixon in 1968. The only remarkable thing about those outcomes is that few people noticed and even fewer cared. Nor would a direct election have changed those outcomes without a run-off requiring over 50% of the popular vote (an idea which not even proponents of a direct election seem to advocate).

Opponents of the Electoral College system also point to *the risk of so-called "faithless" Electors*. A "faithless Elector" is one who is pledged to vote for his party's candidate for president but nevertheless votes for another candidate. There have been 7 such Electors in this century and as recently as 1988 when a Democrat Elector in the State of West Virginia cast his votes for Lloyd Bentsen for president and Michael Dukakis for vice president instead of the other way around. Faithless Electors have never changed the outcome of an election, though, simply because most often their purpose is to make a statement rather than make a difference. That is to say, when the electoral vote outcome is so obviously going to be for one candidate or the other, an occasional Elector casts a vote for some personal favorite knowing full well that it will not make a difference in the result. Still, if the prospect of a faithless Elector is so fearsome as to warrant a Constitutional amendment, then it is possible to solve the problem without abolishing the Electoral College merely by eliminating the individual Electors in favor of a purely mathematical process (since the individual Electors are no longer essential to its operation).

Opponents of the Electoral College are further concerned about *its possible role in depressing voter turnout*. Their argument is that, since each State is entitled to the same number of electoral votes regardless of its voter turnout, there is no incentive in the States to encourage voter participation. Indeed, there may even be an incentive to discourage participation (and they often cite the South here) so as to enable a minority of citizens to decide the electoral vote for the whole State. While this argument has a certain surface plausibility, it fails to account for the fact that presidential elections do not occur in a vacuum. States also conduct other elections (for U.S. Senators, U.S. Representatives, State Governors, State legislators, and a host of local officials) in which these same incentives and disincentives are likely to operate, if at all, with an even greater force. It is hard to imagine what counter-incentive would be created by eliminating the Electoral College.

Finally, some opponents of the Electoral College point out, quite correctly, *its failure to accurately reflect the national popular will* in at least two respects.

First, the distribution of Electoral votes in the College tends to over-represent people in rural States. This is because the number of Electors for each State is determined by the number of members it has in the House (which more or less reflects the State's population size) **plus** the number of members it has in the Senate (which is always two regardless of the State's population). The result is that in 1988, for example, the combined voting age population (3,119,000) of the seven least populous jurisdictions of Alaska, Delaware, the District of Columbia, North Dakota, South Dakota, Vermont, and Wyoming carried the same voting strength in the

Electoral College (21 Electoral votes) as the 9,614,000 persons of voting age in the State of Florida. Each Floridian's potential vote, then, carried about one third the weight of a potential vote in the other States listed.

A second way in which the Electoral College fails to accurately reflect the national popular will stems primarily from the winner-take-all mechanism whereby the presidential candidate who wins the most popular votes in the State wins **all** the Electoral votes of that State. One effect of this mechanism is to make it extremely difficult for third-party or independent candidates ever to make much of a showing in the Electoral College. If, for example, a third-party or independent candidate were to win the support of even as many as 25% of the voters nationwide, he might still end up with no Electoral College votes at all unless he won a plurality of votes in at least one State. And even if he managed to win a few States, his support elsewhere would not be reflected. By thus failing to accurately reflect the national popular will, the argument goes, the Electoral College reinforces a two-party system, discourages third-party or independent candidates, and thereby tends to restrict choices available to the electorate.

In response to these arguments, proponents of the Electoral College point out that it was never intended to reflect the national popular will. As for the first issue, that the Electoral College over-represents rural populations, proponents respond that the United States Senate—with two seats per State regardless of its population—over-represents rural populations far more dramatically. But since there have been no serious proposals to abolish the United States Senate on these grounds, why should such an argument be used to abolish the lesser case of the Electoral College? Because the presidency represents the whole country? But so, as an institution, does the United States Senate.

As for the second issue of the Electoral College's role in reinforcing a two-party system, proponents, as we shall see, find this to be a positive virtue.

### Arguments for the Electoral College

Proponents of the Electoral College system normally defend it on the philosophical grounds that it:

- contributes to the cohesiveness of the country by requiring a distribution of popular support to be elected president
- enhances the status of minority interests,
- contributes to the political stability of the nation by encouraging a two-party system, and
- maintains a federal system of government and representation.

Recognizing the strong regional interests and loyalties which have played so great a role in American history, proponents argue that the Electoral College system **contributes to the cohesiveness of the country by requiring a distribution of popular support to be elected president**. Without such a mechanism, they point out, presidents would be selected either through the domination of one populous

region over the others or through the domination of large metropolitan areas over the rural ones. Indeed, it is principally because of the Electoral College that presidential nominees are inclined to select vice presidential running mates from a region other than their own. For as things stand now, no one region contains the absolute majority (270) of electoral votes required to elect a president. Thus, there is an incentive for presidential candidates to pull together coalitions of States and regions rather than to exacerbate regional differences. Such a unifying mechanism seems especially prudent in view of the severe regional problems that have typically plagued geographically large nations such as China, India, the Soviet Union, and even, in its time, the Roman Empire.

This unifying mechanism does not, however, come without a small price. And the price is that in very close popular elections, it is possible that the candidate who wins a slight majority of popular votes may not be the one elected president—depending (as in 1888) on whether his popularity is concentrated in a few States or whether it is more evenly distributed across the States. Yet this is less of a problem than it seems since, as a practical matter, the popular difference between the two candidates would likely be so small that either candidate could govern effectively.

Proponents thus believe that the practical value of requiring a distribution of popular support outweighs whatever sentimental value may attach to obtaining a bare majority of popular support. Indeed, they point out that the Electoral College system is designed to work in a rational series of defaults: if, in the first instance, a candidate receives a substantial majority of the popular vote, then that candidate is virtually certain to win enough electoral votes to be elected president; in the event that the popular vote is extremely close, then the election defaults to that candidate with the best distribution of popular votes (as evidenced by obtaining the absolute majority of electoral votes); in the event the country is so divided that no one obtains an absolute majority of electoral votes, then the choice of president defaults to the States in the U.S. House of Representatives. One way or another, then, the winning candidate must demonstrate both a **sufficient** popular support to govern as well as a sufficient **distribution** of that support to govern.

Proponents also point out that, far from diminishing minority interests by depressing voter participation, the Electoral College actually **enhances the status of minority groups**. This is so because the votes of even small minorities in a State may make the difference between winning **all** of that State's electoral votes or **none** of that State's electoral votes. And since ethnic minority groups in the United States happen to concentrate in those States with the most electoral votes, they assume an importance to presidential candidates well out of proportion to their number. The same principle applies to other special interest groups such as labor unions, farmers, environmentalists, and so forth.

It is because of this "leverage effect" that the presidency, as an institution, tends to be more sensitive to ethnic minority and other special interest groups than does the Congress as an institution. Changing to a direct election of the president would therefore actually damage minority interests since their votes would be overwhelmed by a national popular majority.

Proponents further argue that the Electoral College **contributes to the political stability of the nation by encouraging a two-party system**. There can be no doubt that the Electoral College has encouraged and helps to maintain a two-party system in the United States. This is true simply because it is extremely difficult for a new or minor party to win enough popular votes in enough States to have a chance of winning the presidency. Even if they won enough electoral votes to force the decision into the U.S. House of Representatives, they would still have to have a majority of over half the State delegations in order to elect their candidate—and in that case, they would hardly be considered a minor party.

In addition to protecting the presidency from impassioned but transitory third party movements, the practical effect of the Electoral College (along with the single-member district system of representation in the Congress) is to virtually force third party movements into one of the two major political parties. Conversely, the major parties have every incentive to absorb minor party movements in their continual attempt to win popular majorities in the States. In this process of assimilation, third party movements are obliged to compromise their more radical views if they hope to attain any of their more generally acceptable objectives. Thus we end up with two large, pragmatic political parties which tend to the center of public opinion rather than dozens of smaller political parties catering to divergent and sometimes extremist views. In other words, such a system forces political coalitions to occur within the political parties rather than within the government.

A direct popular election of the president would likely have the opposite effect. For in a direct popular election, there would be every incentive for a multitude of minor parties to form in an attempt to prevent whatever popular majority might be necessary to elect a president. The surviving candidates would thus be drawn to the regionalist or extremist views represented by these parties in hopes of winning the run-off election.

The result of a direct popular election for president, then, would likely be a frayed and unstable political system characterized by a multitude of political parties and by more radical changes in policies from one administration to the next. The Electoral College system, in contrast, encourages political parties to coalesce divergent interests into two sets of coherent alternatives. Such an organization of social conflict and political debate contributes to the political stability of the nation.

Finally, its proponents argue quite correctly that the Electoral College **maintains a federal system of government and representation**. Their reasoning is that in a formal federal structure, important political powers are reserved to the component States. In the United States, for example, the House of Representatives was designed to represent the States according to the size of their population. The States are even responsible for drawing the district lines for their House seats. The Senate was designed to represent each state equally regardless of its population. And the Electoral College was designed to represent each State's choice for the presidency (with the number of each State's electoral votes being the number of its Senators plus the number of its Representatives). To abolish the Electoral College in

favor of a nationwide popular election for president would strike at the very heart of the federal structure laid out in our Constitution and would lead to the nationalization of our central government—to the detriment of the States.

Indeed, if we become obsessed with government by popular majority as the only consideration, should we not then abolish the Senate which represents States regardless of population? Should we not correct the minor distortions in the House (caused by districting and by guaranteeing each State at least one Representative) by changing it to a system of proportional representation? This would accomplish "government by popular majority" and guarantee the representation of minority parties, but it would also demolish our federal system of government. If there are reasons to maintain State representation in the Senate and House as they exist today, then surely these same reasons apply to the choice of president. Why, then, apply a sentimental attachment to popular majorities only to the Electoral College?

The fact is, they argue, that the original design of our federal system of government was thoroughly and wisely debated by the Founding Fathers. State viewpoints, they decided, are more important than political minority viewpoints. And the collective opinion of the individual State populations is more important than the opinion of the national population taken as a whole. Nor should we tamper with the careful balance of power between the national and State governments which the Founding Fathers intended and which is reflected in the Electoral College. To do so would fundamentally alter the nature of our government and might well bring about consequences that even the reformers would come to regret.

### **Conclusion**

The Electoral College has performed its function for over 200 years (and in over 50 presidential elections) by ensuring that the President of the United States has both sufficient popular support to govern and that his popular support is sufficiently distributed throughout the country to enable him to govern effectively.

Although there were a few anomalies in its early history, none have occurred in the past century. Proposals to abolish the Electoral College, though frequently put forward, have failed largely because the alternatives to it appear more problematic than is the College itself.

The fact that the Electoral College was originally designed to solve one set of problems but today serves to solve an entirely different set of problems is a tribute to the genius of the Founding Fathers.



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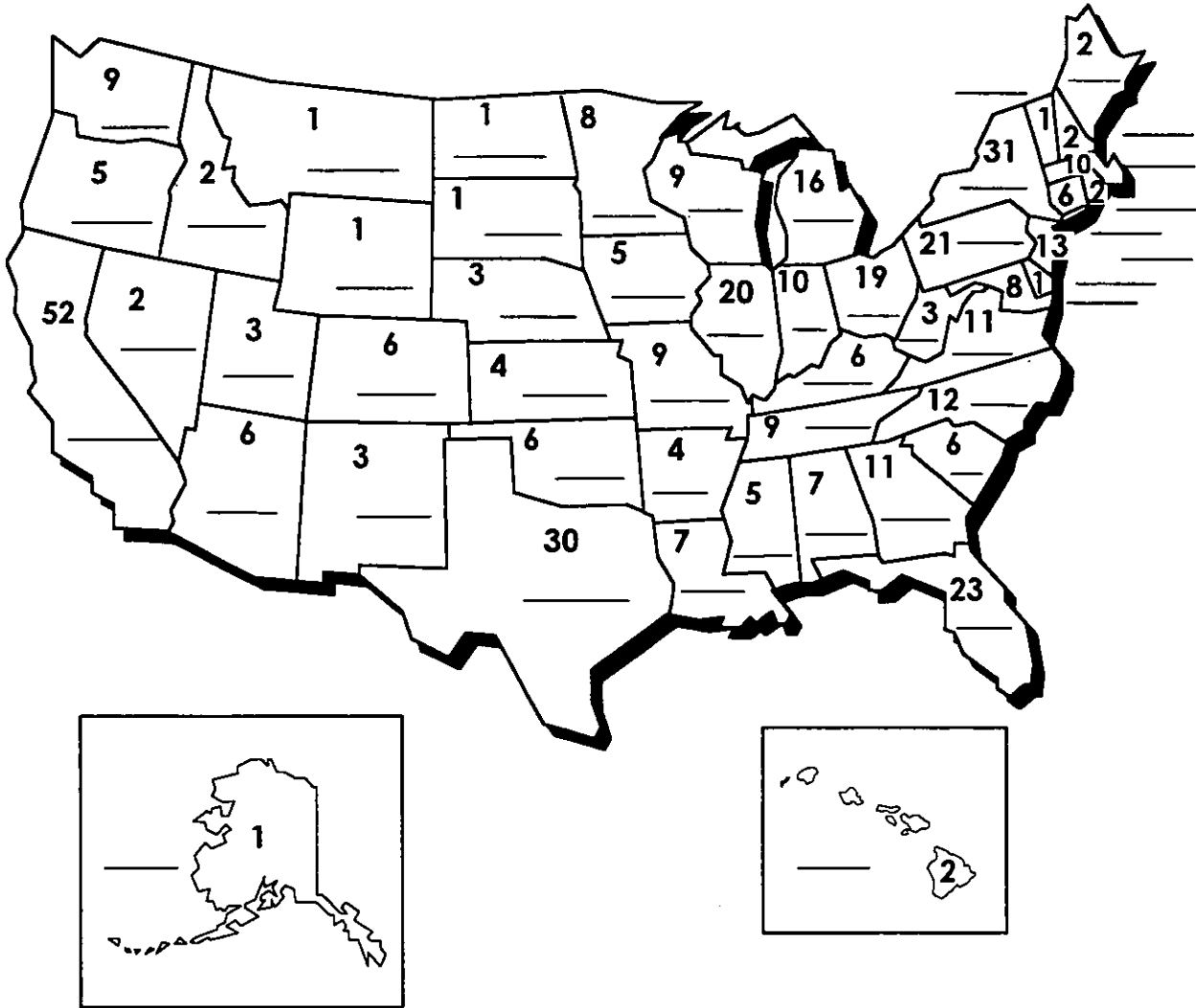
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**Attachments 1-4 are exercises created to test student knowledge and understanding of the electoral college process. The exercises are based on lessons from "Understanding the Electoral College" by Sharon R. Riggs.**

**Attachment 1**

**Map of the United States**

Below is a map showing the number of members each state has in the United States House of Representatives. Using the map, figure out how many electors each state has and write your answers on the lines. After completing this task, you will discover that three electoral votes are still unaccounted for. List where these electoral votes come from on the lines below the map (Key on page 55).



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***Chronological Arrangement of the Electoral College Procedure***

The presidential election process is composed of various events. To understand this process it is essential to know the sequence of events that take place. Arrange the events listed below in chronological order (beginning with one and ending with eight), by placing the proper number in the blank space beside each statement (Key on page 56).

- \_\_\_\_\_ If there is not an absolute majority of electoral votes for president, the U.S. House of Representatives selects the president.
- \_\_\_\_\_ After the major party caucuses and primaries have been held, the major parties nominate their candidates for president and vice president in their national conventions.
- \_\_\_\_\_ U.S. citizens cast their ballots for electors from their respective states to vote for President.
- \_\_\_\_\_ Presidential electors cast their votes for President.
- \_\_\_\_\_ State electors meet in their respective state capitals to cast their electoral votes.
- \_\_\_\_\_ Each state is allocated a number of electors equal to the number of its U.S. Senators and U.S. Representatives.
- \_\_\_\_\_ The President of the U.S. Senate reads the electoral votes from each state before both houses of the Congress.
- \_\_\_\_\_ The duly elected president and vice president are sworn into office.

***Election Dates Exercise***

Listed below are dates of various events that take place during the presidential election. In the space provided, write down the actual event(s) that take place on that date (Key on page 56).

The Tuesday following the first Monday in November in years divisible by four

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The Monday following the second Wednesday of December

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January 6

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January 20

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## Attachment 4

For students to fully understand the Electoral College procedures have the entire class perform the following activities. The electoral votes for each state can be found on **Attachment 1** (Key on page 56).

1. Divide the class into groups.
2. Have each group represent a state.
3. Conduct a mock election between two candidates, issues, etc.
4. Tally the votes on a state for state basis for each candidate/issue.
5. Determine what candidate/issue wins the electoral votes for the state.
6. Add all of the electoral votes to determine what candidate/issue wins the election.
7. Reconstruct the election so that a tie occurs. Reconstruct it again so that the candidate/issue receives a minority of the popular vote and a majority of the electoral votes.

Below is an example of how these activities could be performed using a chalkboard, transparencies, handouts, etc.

States	Electoral Votes	Total Votes Cast for Electors	Candidate A Popular Votes	Candidate B Popular Votes	Candidate A Electoral Votes	Candidate B Electoral Votes
California	54	7	3	4		
Texas	32	7	5	2		
Louisiana	9	7	7	0		
Georgia	13	7	6	1		
<b>TOTALS</b>	<b>108</b>	<b>28</b>	<b>18</b>	<b>10</b>		

How many states did Candidate A carry?

How many states did Candidate B carry?

How many electoral votes did Candidate A receive?

How many electoral votes did Candidate B receive?

How many electoral votes are needed to win the election?

Which candidate won according to the electoral college?

## Key for Attachment 1

The following chart lists each state and its respective number of electors.

State	Number of Electors	State	Number of Electors
Alabama	9	Montana	3
Alaska	3	Nebraska	5
Arizona	8	Nevada	4
Arkansas	6	New Hampshire	4
California	54	New Jersey	15
Colorado	8	New Mexico	5
Connecticut	8	New York	33
Delaware	3	North Carolina	14
District of Columbia	3	North Dakota	3
Florida	25	Ohio	21
Georgia	13	Oklahoma	8
Hawaii	4	Oregon	7
Idaho	4	Pennsylvania	23
Illinois	22	Rhode Island	4
Indiana	12	South Carolina	8
Iowa	7	South Dakota	3
Kansas	6	Tennessee	11
Kentucky	8	Texas	32
Louisiana	9	Utah	5
Maine	4	Vermont	3
Maryland	10	Virginia	13
Massachusetts	12	Washington	11
Michigan	18	West Virginia	5
Minnesota	10	Wisconsin	11
Mississippi	7	Wyoming	3
Missouri	11		

The three electoral college votes unaccounted for come from the District of Columbia.

## **Keys for Attachments 2-4**

*The answers for Attachment 2 are as follows:*

**7, 2, 3, 5, 4, 1, 6, 8**

*The answers for Attachment 3 are listed below:*

The Tuesday following the first Monday in November in years divisible by four.

**The people in each state cast their ballots for the party slate of electors representing their choice for president and vice president.**

The Monday following the second Wednesday of December.

**State electors meet in their respective state capitals and cast their electoral votes.**

January 6

**The President of the Senate opens and reads the electoral votes cast from each state before both houses of the Congress.**

January 20

**The duly elected president and vice president are sworn into office.**

*Listed below are the answers for Attachment 4:*

How many states did Candidate A carry? **3**

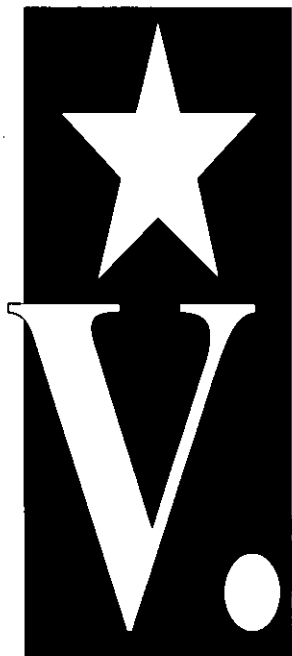
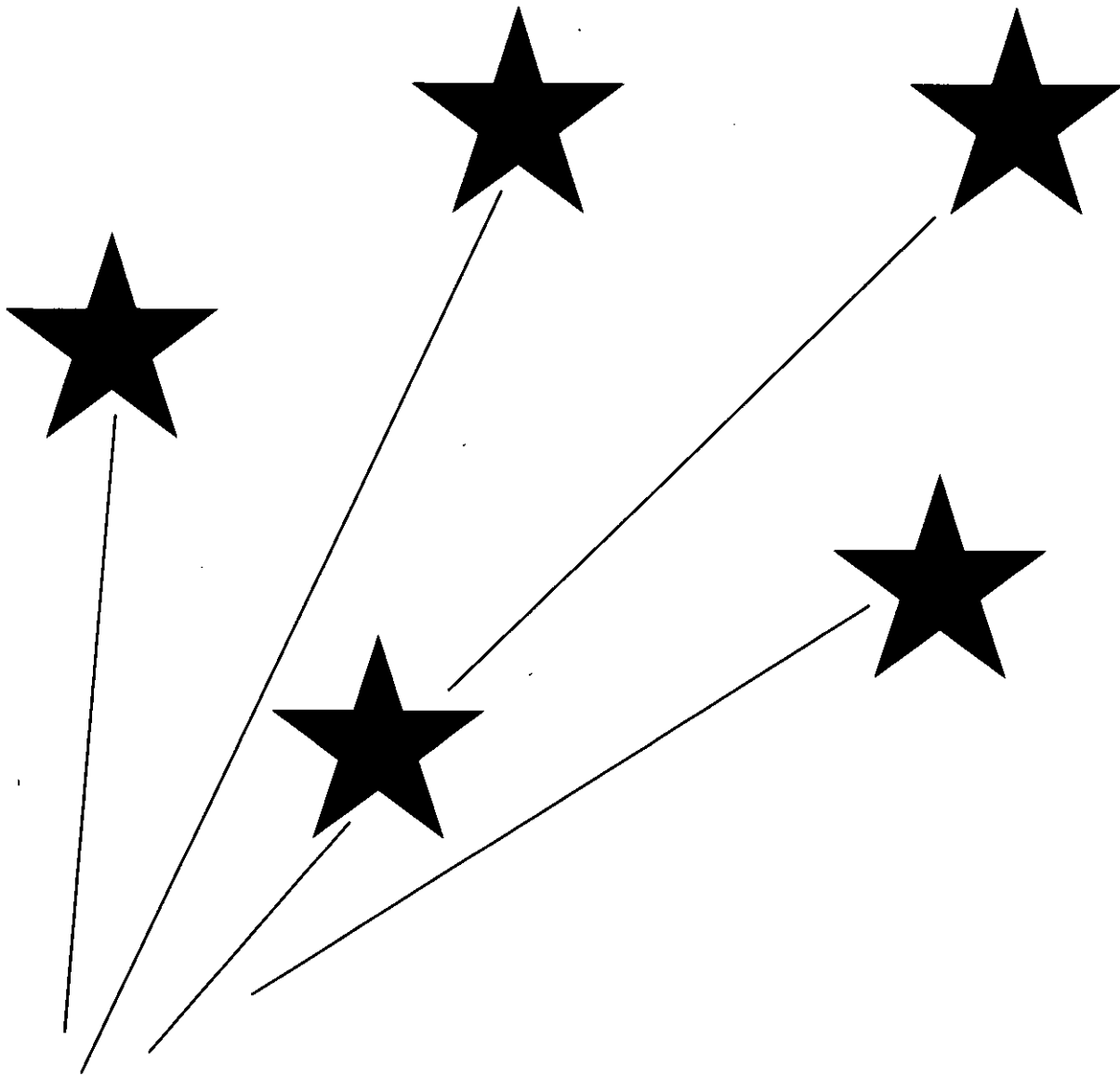
How many states did Candidate B carry? **1**

How many electoral votes did Candidate A receive? **54**

How many electoral votes did Candidate B receive? **54**

How many electoral votes are needed to win the election? **1 more than half or 55**

Which candidate won according to the electoral college? **neither**



*Project*

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## **Strategy No. 1--The Continuum**

### *Why?*

The continuum opens up a range of responses on a given issue. It allows all students to express an opinion and publicly defend that position.

### *How?*

An issue is defined by the teacher or students. The issue may be prepared ahead of time by the teacher or it may be an outgrowth of class discussion. The teacher draws a long line on the blackboard. At either end of the line create complete extremes of the issue. Be sure the views represent polar positions. Have the students place their initials on the line to represent their stand. Do not allow anyone to take a middle position. After placing their initials on the line, ask students to give their reasons for holding that position. After the discussion, provide an opportunity for students to change their position as a result of new information.

The activity can be varied by using masking tape to make a line on the floor. Students can actually stand on the line at the position they choose. They should then discuss their reasons for selecting that position with students standing near them. Next allow each student or a representative of each basic position to justify the stand. Again students should be permitted to change their positions as a result of the discussion.

Each student can make an individual continuum by taking a sheet of paper, drawing a line on the paper, and placing an "X" at the appropriate point. Next ask the students to circulate and discuss their positions with students whose positions are similar to and different from their own.

Another variation would be to use the corners of the room to represent four specific positions on an issue. Provide the opportunities for discussion and changing positions.

## **Strategy No. 2--Role-Playing**

### *Why?*

Role-play offers students an opportunity to engage in play-acting. Most students find great pleasure in assuming a role and teachers find it a way to stimulate students and to vary classroom activities.

**How?**

Role-play is a useful classroom tool and will be most successful when a sequence of steps is followed.

1. Selection of the role-play situation should be consistent with the teaching goals and the needs and limitations of the students.
2. A preliminary activity where students engage in simple and familiar role-playing can help to relax all students and give them practice and confidence in public performance and expression.
3. The teacher should explain the general situation to the group and explain the purposes of the drama.
4. The teacher should then explain the specific roles to be played by students and the role requirements for the audience.
5. The dramatic action should follow with the teacher intervening when necessary with questions designed to keep the action moving and the players in character.
6. After the dramatic action, the teacher should lead a debriefing session to help the class review the action, analyze causal relationships and speculate on alternative behavior and consequences.

**Strategy No. 3--Brainstorming****Why?**

Brainstorming is a problem-solving tool. It encourages imagination and creativity and helps elicit a number of ideas on a subject. It can be used by itself or in conjunction with one of the other suggested activities.

**How?**

The teacher or a student states a problem which needs a solution. The class suggests as many alternative solutions as possible using the following rules:

1. No evaluation or discussion of ideas is allowed in the brainstorming session. Judging and evaluating ideas tend to limit contributions.
2. Encourage any idea no matter how wild it may seem. It is easier to tame down a wild idea than to pep up a bland one.

3. Encourage participants to think up as many ideas as possible. When ideas are coming fast, people tend to give their imaginations a wide range and good ideas result.
4. Encourage participants to build and modify contributions of others. Often combining or modifying leads to superior solutions.

### **Strategy No. 4--Ranking**

#### *Why?*

Ranking gives students practice in choosing among possible alternatives and in openly supporting and defending or explaining their choices. It stimulates more critical consideration of an issue than might otherwise occur.

#### *How?*

After the class has participated in an activity where several ideas have emerged, the teacher asks the students to rank these choices according to their own preferences. The ranking can be conducted in a large group by calling on different class members or it may be done in smaller groups. After the ranking, a class discussion may follow with students stating the reasons for their choices.

### **Strategy No. 5--Listing and Coding**

#### *Why?*

This activity encourages students to look at a topic from different viewpoints. The students may do the listing and coding assuming a role or as themselves. As they go through the activity they will be forced to look at a question from all sides; consequently, real insight should develop.

#### *How?*

The teacher asks the students to take a piece of paper and list 10 to 20 things in response to a question. (i.e. List 10 to 20 responsibilities of citizenship in the American democracy.) After the listing is completed, the students are instructed to draw lines making columns out to the side of the list. In the columns, the students code their lists according to the instructions of the teacher. (i.e., Put a check by the responsibilities which you have assumed in the last year. Put a check if you willingly accept the responsibility, etc.)

**Strategy No. 6--Interrupted Film****Why?**

This activity allows the teacher to focus the student's attention on specific points in a film or filmstrip so that they gain the understandings and insights desired. Audio-visual materials are one of the most valuable tools in teaching. By engaging the eye and ear, more impact is usually made. However, there is often so much to see in a film or filmstrip that the students may miss the purpose the teacher had in using the material entirely.

**How?**

If at all possible, preview the film to determine where you will stop the film and what questions you will ask to get students to focus on the specific theme. Be sure all questions relate to the purpose in selecting the film or filmstrip. Cassettes or records can be used the same way. If time does not permit previewing, stop the film or other material whenever an important idea emerges.

**Strategy No. 7--Open Interviewing****Why?**

This activity gives the student center stage in the classroom and a chance to explain his position or feelings on an issue. He may be interviewed as himself or in an assumed role.

**How?**

This activity is suggested for use in two ways. When a discussion or situation arises which the teacher or students wish to examine more closely, the teacher asks for volunteers who would like to be interviewed about the topic. The teacher asks the student questions about his beliefs and feelings. If the student answers, he must answer honestly, but he may decline to answer. The teacher may be interviewed, too.

Another way to use the public interview is to set up a role-play situation. Following the role-play, interview the participants, having them relate their reactions as to what happened.

**Strategy No. 8--Establishing Priorities****Why?**

This strategy helps students identify priorities within their own value systems.

**How?**

Teacher gives the students dittoed sheets with the following instructions:

Below is a list of items arranged in alphabetical order. Your task is to arrange them in order of their importance to you.

Study the list carefully. Then place a 1 next to the item which is most important to you; place a 2 next to the one second most important to you, and so on. If you change your mind, feel free to change your answers.

Follow with a class discussion allowing students to give reasons for their choices. Strategies 10 and 12 may also be used as a follow-up.

### **Strategy No. 9--Range of Positions**

**Why?**

This activity, along with the continuum, helps students to see the wide range of possible positions on any given issue.

**How?**

The teacher breaks the group into small groups of five or six and gives them an issue which has four to six possible positions. The teacher may wish to identify the positions ahead of time or let the students identify them. Each student takes one of the positions, not necessarily his own, and writes a paragraph defending it. After the paragraphs have been shared, each group member reveals his own position and discusses the issue. If all groups were working on the same issue, each group's continuum is displayed for all to see and a class discussion follows.

Another variation is to have the ranges of position posted around the room on the walls. The class members can walk around and select the position that comes closest to their own. They may then state aloud to the whole class or to others in their group their reasoning on the issue.

### **Strategy No. 10-- Choosing and Acting**

**Why?**

This activity is designed to provide students with practice in searching for alternatives when considering a solution to a problem.

### *How?*

The teacher begins by discussing the reasons for choices which we make. Often we act out of habit rather than considering alternative ways of acting. The teacher then suggests a problem. It may be an outgrowth of a previous study or discussion or it may be suggested by the teacher to introduce a new topic of study.

Next, ask the class to brainstorm (**Strategy No. 3**) as many alternatives to the problem as they can think of in the time allotted—generally from three to five minutes—depending on how long it takes to exhaust suggestions.

The students are then formed into groups of three to four. They are to develop, as a team, a list of alternative solutions by combining their individual lists and by adding solutions suggested in this group setting. When the group has exhausted all of the alternatives they can think of in the time allotted—usually about 10 minutes—they are to choose the three alternatives they like best and rank these (**Strategy No. 4**).

The groups then report their results to the class as a whole. Discussion may follow. If you wish to encourage action on the part of students, you may ask if they would consider using any of the alternatives suggested. They may even write self contracts to implement the suggestion.

## **Strategy No. 11--Unfinished Story Alternatives**

### *Why?*

This strategy enables students to consider alternatives for action in various specific situations.

### *How?*

The teacher presents a specific situation which calls for some proposed action. Or the students may recall some situations where they were faced with a choice of actions. The situation may be related by the teacher or role-played by the class, omitting the chosen course of action. The students are then asked, "What would you do?" Each student individually is to write out briefly what he would do in the given situation. Then the students break up into groups of three or four to discuss their proposals and try to decide which of their solutions would be the most desirable. They should select one and role-play it for the rest of the class. They may also relate it to the class if the teacher wishes. Following the role-play, the whole class should discuss each possible solution. **Strategy No. 12** may be used in conjunction with this strategy.

## Strategy No. 12--Predicting Consequences

### Why?

This strategy gives students practice in considering the consequences of a chosen alternative.

### How?

This activity should be used when students have had an opportunity to select a variety of possible solutions or courses of action. (The alternatives could be generated by **Brainstorming, Strategy No. 3**, or the activity could be used in conjunction with **Strategy No. 10 or Strategy No. 11**.) Either individually or in groups, ask the students to select the three most appropriate alternatives. List each alternative and under it list as many consequences as the students can suggest. Students should realize that there is always an alternative to any given course of action. If the students suggest only one alternative, then have them consider the consequences of following or not following that course of action.

## Strategy No. 13--Cartoons

### Why?

Cartoons are a useful tool for stimulating thinking or for allowing students to translate concepts and knowledge using a creative and entertaining media. The teacher may wish to use this activity as an evaluation instrument. It enables her to see if the desired learning has taken place but does not pose the threat of the standard pencil and paper test.

### How?

Following a study of a topic which has several inherent issues, the teacher suggests that each student select one of the issues and illustrate it in cartoon form. It may be necessary to study political cartoons from the newspaper or other sources if the students are not familiar with this form of expression. The cartoons can be placed on the bulletin board for the class to examine or the teacher may select some or all and have the students respond to the cartoon by telling what it means and how it depicts one of the issues in the completed study.

The teacher may also wish to select a cartoon that is relevant to an issue which has been the topic of a classroom study. The students may then discuss the artist's viewpoint and respond to it.

## **Strategy No. 14--Collage**

### *Why?*

The collage is a visual representation of an idea. It allows students to use their imagination as they select visual symbols which depict events, feelings, and attitudes on a given subject.

### *How?*

Divide the class into small groups and give them a topic. They will need to discuss the topic and decide on symbols which might be used to represent the idea. Provide pictures, words, and letters, either available in magazines, newspapers, etc., or already cut out, poster board, paste, scissors. Watch the progress of the project but do not give suggestions. Make them come up with their own ideas. After the collages are completed, let each group show its work. Do not let the group showing the collage talk about its work, but ask for responses from the rest of the group. "What feelings does the collage give you?" Write the responses or summaries of the responses on the blackboard. Ask the students who made the collage if these comments agree with what they intended and if they wish to make additional responses or comments. Continue until all groups have shown their work and a full discussion has transpired.

## **Strategy No. 15-- Simulation**

### *Why?*

Simulation involves students in real situations through a symbolic model of an actual or hypothetical process. It allows the participants to learn and practice new behavior, and to analyze problems and make decisions through the use of role-play.

### *How?*

The teacher may select simulations which are already prepared, either commercially or by someone else. In this case he will need to follow the directions and play the game accordingly. In other cases, he may wish to alter the game to achieve additional or other purposes.

After participating in simulations, the teacher and students may wish to construct models on their own. Select a situation and use only those elements of reality relevant to the purpose of desired outcomes. You will need to define boundaries, set up rules, and place restrictions on those who participate. The most important part of a simulation activity is the debriefing session where the students ask about the model and about the real world analogues to events and factors in the simula-



tion. Gear your questions to focus on the ways the simulation experiences reflects the kind of experiences people have in the real world situation you portrayed.

In using the technique of simulation, the leader should always keep in mind that the focus is the relationship between the simulated model and the real thing.

### **Strategy No. 16--The Sociodrama**

#### **Why?**

The sociodrama is a form of role-play or dramatic improvisation. The activity places students in a new identity in a temporary and protected situation, thus allowing real feelings and thinking to emerge. It provides an opportunity to present both sides of an issue and requires participants and observers to consider alternative views.

#### **How?**

Any kind of potential or real conflict situation is useful for this type of role-play. Begin with carefully structured activities and clearly defined roles that each participant is to play. Begin with the most secure students as actors. Stop the role-play when it is apparent that the fruitful outcomes are exhausted. One way to liven things up is to add characters while the play is in progress, permit actors to add characters as they see the need for it, or change roles in the middle of the play.

Following a role-playing situation, a discussion in large, or small groups is valuable. These questions are suggested:

1. How did you as actors feel?
2. How would observers have done things differently?
3. Would things work out that way in real life?
4. What might we learn from this incident or situation?

### **Strategy No. 17--The Inner-Outer Circle**

#### **Why?**

To teach facility at group discussion by focusing on process as well as content.

#### **How?**

Begin by asking the group what makes a good discussion. The following points should be brought out, but use the material provided by the group to establish

"rules." If they do not cover all these points it may be worthwhile to proceed with the technique and see if new rules are added.

1. listen to each other
2. participate
3. don't interrupt
4. build on what other people say
5. be relevant—stick to the point

Divide the group in half (arbitrarily). Form two circles; the outer circle focuses on process, the inner circle on content. Discussion begins with a question. It may be posed by the group or instructor. Either way it should be one over which there is some disagreement.

Phase I	Inner circle discusses Outer circle observes process	5-7minutes
Phase II	Outer circle gives feedback on process only Did the group adhere to "what makes a good discussion?"	3 minutes
Phase III	Switch circles--new inner circle discusses content	5-7 minutes
Phase IV	Outer circle gives feedback on process	3 minutes
Phase V	Evaluation--Anyone may comment on any aspect at this time	3 minutes

The technique has been most successful when the instructor does not interfere except as a timekeeper. It should be used on a regular basis if the group is to learn from it. For younger students, twenty or thirty minute periods twice a week are more valuable than extended periods once a week.

### **Strategy No. 18--Open-ended Statements**

#### **Why?**

This strategy may be useful as an introductory activity or as an evaluation tool.

#### **How?**

The teacher provides a stem phrase and asks students to complete it with any and all endings which come to mind. As an introductory activity this strategy focuses on the topic to be studied and provides an assessment of students' knowledge and attitudes on a given subject. The same stems can be used at the conclusion of the study to measure gains in knowledge and change in attitude.

## Strategy No. 19-- The Case Method Approach

### Why?

The case study allows students to grapple with real issues, to reach and support a decision, and to weigh the consequences of that decision. In approaching a problem through a case study, the student will gain practice in all levels of thinking from simple recall to evaluation.

### How?

Provide students with the facts, only, of the case. Use questions and role-playing, **(Strategy No. 2)** to identify the issue(s), develop arguments, and reach a decision. Next, provide students with the court decision. Use questions and discussion to compare and contrast their decision with that of the court and to consider the implications of the court's decision.

### Sample Case Study -- *Gideon V. Wainwright*

#### Facts:

- Who was Gideon?
- What crime was he accused of committing?
- Why did Gideon not have a lawyer? Why did Gideon want a lawyer?

#### Issues:

- Why did Gideon think that he had a right to a lawyer?
- Do you think the 6th Amendment means that a State must pay for a lawyer for a poor defendant?
- State the Constitutional question that the Supreme Court must answer.

#### Arguments:

- What are the arguments favoring Gideon's position?
- What are the arguments favoring the State of Florida's position?

#### Decision:

- Should the Supreme Court review the case? Why?
- How would you decide Gideon's case?

#### Evaluation:

- What was the Court's decision?
- What reasons did the Court give for its decision?
- Do you agree with the Court?
- What effect do you think the decision will have upon the rights of individuals? on the efficiency of the courts? on the powers of the States?
- Should States be required to provide free legal counsel for indigents accused of minor crimes? traffic violations? Should the State be required to provide poor people with money to pay private investigators, expert witnesses, etc.?

## SAMPLE CASE STUDY:

### **BURSON V. FREEMAN - Free Speech Versus Voter Protection**

**ISSUE IN A NUTSHELL:** The question before the United States Supreme Court was whether the State of Tennessee could ban electioneering within 100 feet of an outside door to a polling place. In this case, the court had to balance the constitutional rights to free political speech against the state's interest in protecting voters from intimidation and fraud as they enter the polling place.

**SUMMARY OF FACTS AND ISSUES:** Mary Rebecca Freeman, a political campaign treasurer in Tennessee, challenged the Tennessee state law which prohibited the solicitation of votes and the display or distribution of campaign materials within 100 feet of the entrance to a polling place. She said that the law limited her ability to communicate with voters, in violation of the First and Fourteenth Amendments.

In general, the courts have applied different tests to different categories of laws restricting speech. Categories depend on factors such as the kind of speech (e.g., political or commercial), and the persons, time, and places affected. According to the main United States Supreme Court opinion, this category of speech was a "content-based restriction on political speech in a public forum." A "content-based" restriction means the state is not only regulating communication; the state has also decided which topics are permissible and which are forbidden. Therefore, the State of Tennessee had to show a "compelling interest" in banning the speech.

The State Supreme Court of Tennessee had previously ruled that the state had a compelling interest in banning such speech inside the polling place itself, but had not shown a compelling interest in banning speech outside the polling place.

**SUMMARY OF DECISION:** On May 26, 1992, Justice Blackmun (joined by Chief Justice Rehnquist, Justice White, and Justice Kennedy), announced the majority opinion. The opinion reviewed the early history of campaign bribery and coercion which led to the 19th century election reforms in most states of official, secret ballots, and restrictions on the areas surrounding polling places. The majority concluded that the state was not required to prove that an election regulation is perfectly tailored to achieve the compelling interest. A legislature could anticipate and protect against potential abuses so long as the law was reasonable and did not significantly impinge on constitutionally protected rights. The majority viewed the 100-foot distance as "a minor geographic limitation," and that it was not unconstitutional for the State of Tennessee "to decide that the last 15 seconds before its citizens enter the polling place should be their own, as free from interference as possible." The majority warned that at some point a regulation of a certain distance from a polling area could become an impermissible burden on the First Amendment; however, the 100-foot boundary was on the "constitutional side of the line."

**DISSENT:** Justice Stevens (joined by Justices O'Connor and Souter) filed a dissenting opinion. (Justice Thomas did not take part in the case.) The dissent argued that the

majority used history as an inadequate substitute for the state's burden to provide factual proof of its need for the law. The dissent noted that long historical usage does not make a practice constitutional, and that necessity for many years is not proof of necessity in the present. The dissent also argued that the State had not proven the compelling need for a content-based restriction, i.e., why voters had to be protected in particular from campaign workers but not, for example, religious pamphleteers. The dissent concluded that the law unconstitutionally restricted free political expression in "an area in which the importance of First Amendment protections is at its zenith."

### **FOR INSTRUCTOR: STRATEGIES FOR ADDITIONAL DISCUSSION:**

In addition to discussing the facts, issues, arguments, and evaluating this case, as outlined in the *Gideon v. Wainwright* example, you may wish to select one of the following for use with this case.

1. The current Texas Election Code Section 61.003 states:

**Electioneering and loitering near polling place prohibited.**

(a) A person commits an offense if, during the voting period and within 100 feet of an outside door through which a voter may enter the building in which a polling place is located, the person:

- (1) loiters; or
- (2) electioneers for or against any candidate, measure, or political party.

(b) In this section, "voting period" means the period beginning when the polls open for voting and ending when the polls close or the last voter has voted, whichever is later.

(c) An offense under this section is a Class C misdemeanor.

Compare this to the Tennessee statute. Why do you think the Texas Legislature banned all electioneering, regardless of whether the subject was on that day's ballot?

2. Under current Texas law, the anti-electioneering rules are different for branch early voting by personal appearance before election day. The basic rule is that electioneering is prohibited within 30 feet of the (interior) entrance to the polling area. Ask your class if they have seen any of the distance markers at early voting polling places, or on election day. Measure 30 feet down the hall from your doorway to see where the marker would go if your classroom were the early voting polling area. Then measure 100 feet from the outside entrance to the school building. Have various class members role-play campaign workers and voters walking in to vote. Discuss what distance, if any, the students would make the law for early voting or election day.

3. In the majority opinion, Justice Blackmun referred to a time in history when colorful privately printed ballots were created so people who wanted to bribe or coerce voters could easily observe them vote the "right" ballot. The Texas Election Code requires that a voter go to a voting station alone, unless the voter needs and

chooses assistance. Also, it is a crime for anyone to reveal a voter's vote. Why is a secret ballot important? When should there be exceptions, if any?

4. The full text of the opinion is at 112 Supreme Court 1846 (1992).

**NOTE:** This sample case study and exercise has been supplied by the Office of the Secretary of State.

Since the case study is the heart of a law studies program, variations on this strategy should be used to insure its continued effectiveness. Some suggested variations are:

**ROLE PLAY CASE STUDY:** The fact situations in many cases can easily be role-played following the procedure outlined in **Strategy No. 2**. This variation is effective when several similar cases are to be studied and time is short. Follow the role-play with a discussion comparing the fact situations, the issues, possible arguments, and decisions involved in each case.

**COLLAGE CASE STUDY:** Use **Strategy No. 14** with the following alteration. Divide the class into three groups, one for facts, one for issues, and one for the decision. Provide each group with the necessary collage materials and a summary of the case, excluding the decision. Give each group a copy of the instructions below. After the whole class has had time to respond and react to the collages, pass out copies of the Supreme Court's decision and evaluate the Court's reasoning and its implications. Compare the Court's decision to the one reached by the decision group.

#### **Instructions for the Fact Group:**

1. Read the facts about a real court case.
2. Make a collage that will depict the *facts* of this case so that anyone seeing the collage will know what this case is about.
3. Caution: Be sure the collage tells only the facts and not your feelings about the facts.

#### **Instructions for the Issue Group:**

1. Read the information about a real court case.
2. If applicable, read the Amendments to the Constitution and decide which Amendment(s) and which right(s) are involved in this case.
3. Make a collage that will depict the *issue* of this case so that anyone seeing the collage will know what the Constitutional question is.
4. Caution: Do not let the collage give away your own feelings about how the case should be decided.

**Instructions for the Decision Group:**

1. Read the information about a real court case.
2. If applicable, read the Amendments to the Constitution and decide which Amendment(s) and which right(s) are involved in this case.
3. Make a collage that shows how you would decide the case so that anyone seeing the collage will understand two things: (1) what your decision is and (2) why you decided the way you did.
4. If your decision is not unanimous, reserve a section of your collage for dissenting opinions.

**GROUP DISCUSSION CASE STUDY:**

1. Break the class into small discussion groups with five or six students in each group.
2. Have each group select a judge and a secretary.
3. The judges form a group at the front of the room.
4. Present the facts of the case to the class and as a whole.
5. Allow ten minutes for the group to arrive at a decision which will be written down by the secretary—giving the rationale.
6. Each group states its decision and rationale as the others listen.
7. The judges then decide which solution they like best and give reasons for their preference.
8. The decision of the majority of the judges would decide the case.
9. If the case was a real case, compare the decision of the judges with the historical decision.

**LEARNING STATIONS CASE STUDY: SEE STRATEGY NO. 27**

**CONTEMPORARY CASES:** Newspapers and magazines are a rich source of additional material appropriate for the case study method. Periodicals can be used to illustrate and update legal concepts. The discussion of a contemporary issue often requires the most critical thinking since the topic is timely and truly open ended. The same general questioning pattern may be used.

**Strategy No. 20-- The Mock Trial****Why?**

A mock trial allows students to gain first-hand experience in trial procedure. Students assume roles, apply information already learned, and solve problems in the court setting. It also may serve as an evaluation tool.

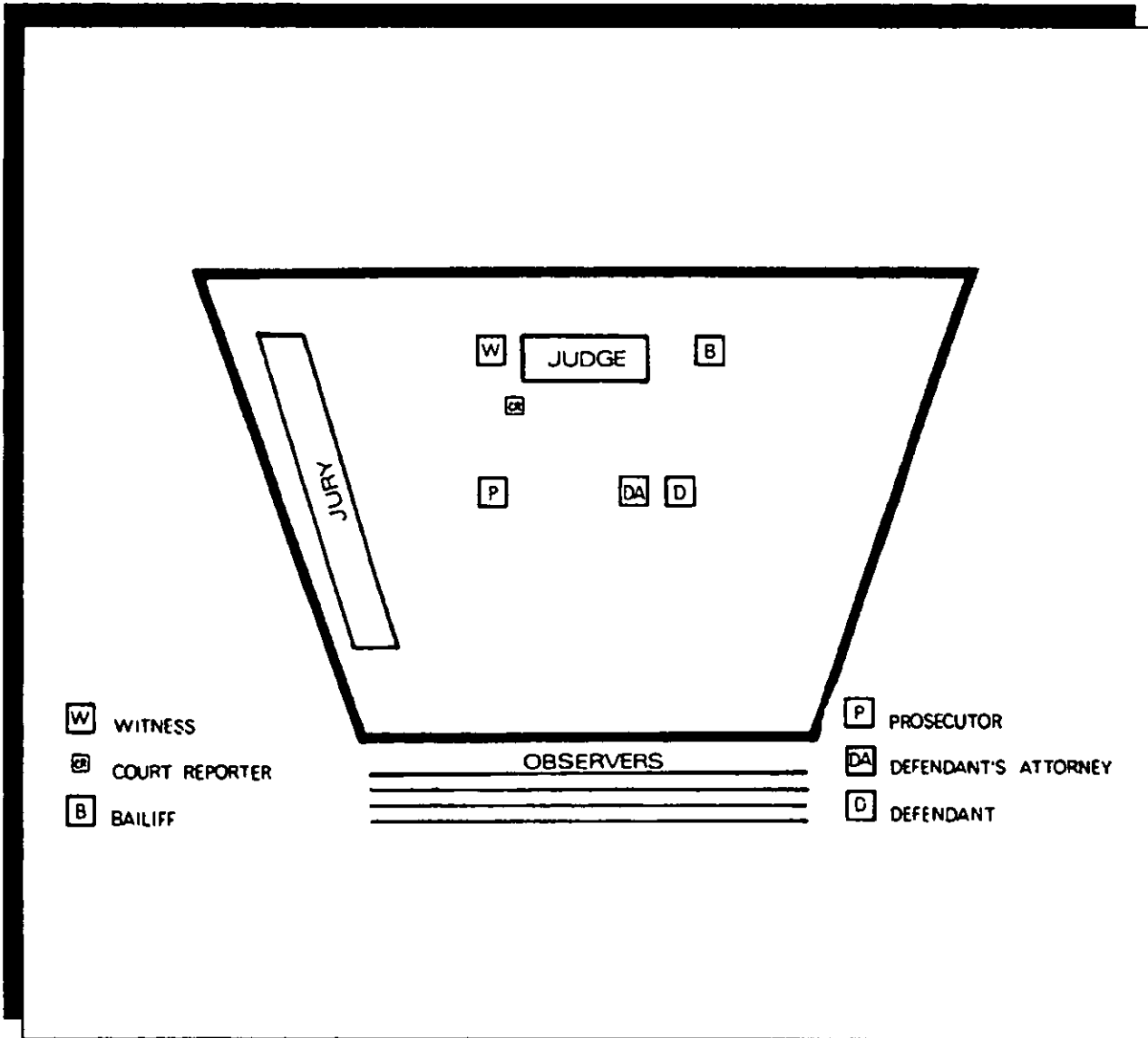
**How?**

The information below outlines the procedure for conducting a mock trial for either a civil or criminal case. Mock trials are most successful if introduced after students have gained some understanding of legal procedure. The time needed for a mock trial will vary according to the teacher's purposes. Adequate time must always be reserved for preparation and debriefing, if maximum results are to be obtained.

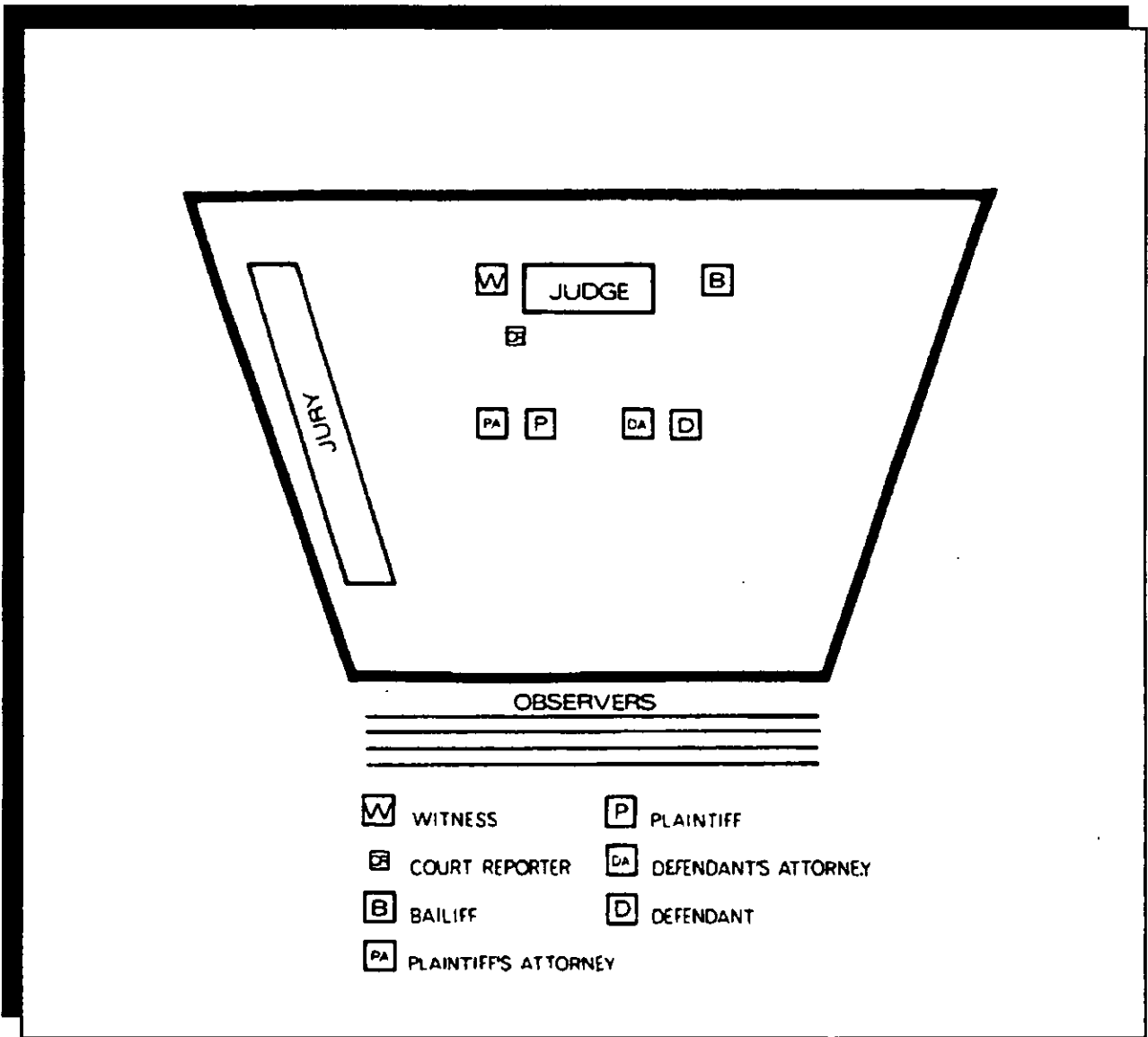
Diagrams of a civil courtroom, a criminal courtroom, and a juvenile courtroom are included. These may be useful in setting up a classroom courtroom and in discussing and comparing the participants and procedures in each type of trial.



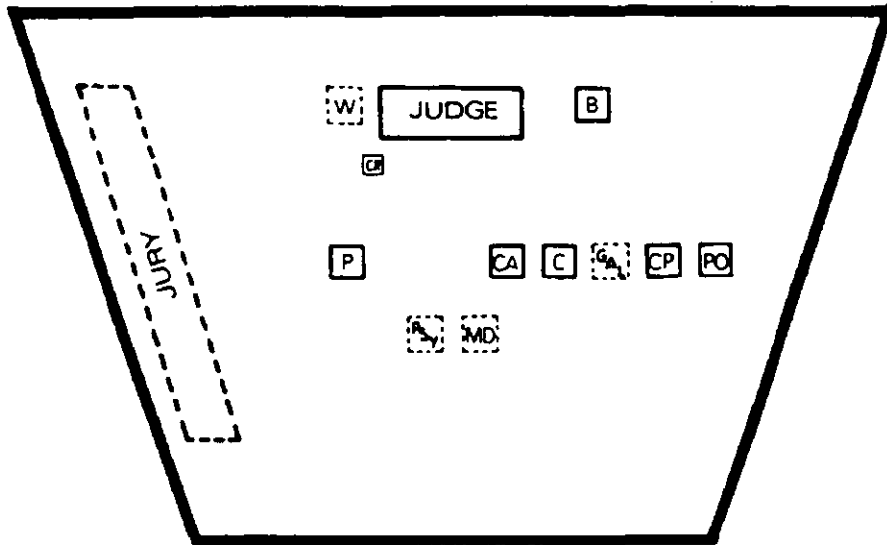
# Criminal Courtroom



# Civil Courtroom



### Juvenile Courtroom



- |                        |                        |
|------------------------|------------------------|
| [ ] NOT ALWAYS PRESENT | [C] CHILD              |
| [W] WITNESS            | [GA] GUARDIAN AD LITEM |
| [B] BAILIFF            | [CP] CHILD'S PARENT(S) |
| [CR] COURT REPORTER    | [PO] PROBATION OFFICER |
| [P] PROSECUTOR         | [PS] PSYCHOLOGIST      |
| [CA] CHILD'S ATTORNEY  | [MD] MEDICAL DOCTOR    |

## PROCEDURES FOR CONDUCTING A MOCK TRIAL

### *Mock Trial Participants*

1. The Judge, to be elected by the class. This position is the most difficult and bears the most responsibility of any in the class. The Judge must be able to evaluate both sides in a debate over procedures or points in testimony and be able to decide quickly and firmly on points of conflict. He must be respected, in order to keep the court in its proper decorum, and he must be able to keep out of the ensuing court battle except in cases in which he is called upon to decide. Finally, after the attorneys make their closing arguments, he must be able to instruct the jury on principles of laws and their application to the facts which they have to decide. If the class decides to publish a class newspaper, the Judge must also be familiar with the laws involving press coverage.
2. Prosecuting attorney, to be elected by the class. The Prosecuting attorney must build a case which shows the defendant is "guilty beyond a reasonable doubt" in a criminal case; or, in a civil case, he must prove the case by a "preponderance of the evidence." This means the greater weight of the evidence.
3. Defendant's attorney, to be elected by the class. The defendant's attorney must "shoot holes" in the prosecuting attorney's witnesses by showing them to be unreliable, illogical, or contradictory to other witnesses' testimonies. If he can create reasonable doubt in a criminal case in the minds of the jurors, his client will not be found guilty. In a civil case, he or she must show the plaintiff does not have the greater weight of the evidence supporting him. His case, also, must be built around the questioning of witnesses (direct and cross examination). He may not assert or accept opinion except in his closing argument.
4. Attorney's assistants, chosen by each attorney. The assistants confer with their attorneys, their witnesses, and provide legal aid (and moral support) during the trial. They may not discuss the case with anyone other than their attorney. The number of assistants depends upon the size of the class.
5. The Recorder and the Clerk (the same person), elected by the class. As Clerk, he or she opens court and swears in witnesses. As Recorder, he or she operates the tape recorder and keeps a record of the numbers of the tape when each witness begins and ends testimony. The job is important because attorneys and the Judge may request testimony previously given in a disagreement over conflicting statements.
6. The jurors, selected by the attorneys from the rest of the students. Those not chosen may be used as witnesses. If fourteen are questioned, each attorney has four peremptory challenges (for six-person jury). The jurors cannot take notes, ask questions, react excessively, or discuss the trial with anyone for the

duration of the trial. It is most important that the last requirement be followed. Also, the jurors must follow the Judge's instructions (charge) at the conclusion of the presentation of the cases. During the deliberation session, the jurors are not to relate personal experiences or personal knowledge to the case. They are not supposed to think in terms of the product of their decision (the penalties involved); instead, the jurors are to evaluate the facts placed before them by the attorneys and decide based on those facts. At the beginning of the deliberation, the jurors are to elect a foreman who will conduct the voting of the jurors, and report the verdict to the Judge.

7. The defendant, the victim-complainant (if the case calls for one), and other witnesses to be decided after the facts of the case are decided. The defendant and the victim-complainant function as witnesses; all witnesses must adhere to the facts of the case. They cannot contradict the facts.

### ***Optional Participants -- Classroom Newspaper Coverage of Trial***

1. Students who wish to publish a newspaper should be selected prior to the trial so they may study the legal issues and be familiar with the problems in covering a trial.
2. The newspaper editors should meet with the judge and lawyers to explain the type of coverage they are planning and to hear the limitations the judge may place on the press.
3. Reporters should interview the lawyers, police, etc., prior to the trial and write stories.
4. A paper may be published (mimeograph or any form) for each day the trial is in session.
5. Use imagination. Reporters may write other stories related to classroom procedures or make up stories comparable to those found in a daily paper. Make sure, however, that fact is distinguishable from fiction.

### ***Ground Rules***

1. Each witness must be sworn in before taking the stand.
2. Questions for examination of witnesses must be carefully planned.
3. Grounds for objections are:
  - a) Witness is incompetent
  - b) Question is irrelevant
  - c) Attorney is badgering the witness
  - d) Attorney is leading the witness

Judge must rule on the objection by sustaining it or denying it.

4. The cross-examination: the attorney tries to discredit the witness' testimony, but questions *must* be confined to the testimony introduced by the preceding attorney. The cross-examiner may "lead" a hostile witness, if he knows the witness is hostile (Judge must decide).
5. After the attorneys make the statement, "Your Honor, I rest my case," they may not call other witnesses. In civil case, plaintiff closes, defendant closes.

6. Time demands that redirect and recross be limited to one time only.
7. ATTORNEYS MAY NOT SPEAK DIRECTLY TO ONE ANOTHER DURING THE TRIAL (such as arguing).
8. All remarks must be addressed to "Your Honor." If a disagreement arises, the Judge should ask the attorneys to "approach the bench." After hearing the objections of each attorney, the Judge makes a decision which Must Be Accepted By The Attorneys Without Further Comment.
9. Each attorney will inform the other attorney of the witnesses that he intends to call.
10. All testimony must be in accord with "the facts" set up for the Mock Trial. However, use your imagination. Additional testimony may be introduced as long as it does not contradict "the facts."
11. The Defense Attorney may not put a witness on the stand whose testimony directly contradicts that which has already been given under "Oath."
12. The Prosecution must skillfully weave a web of circumstantial evidence. He may not put a witness on the stand to say: "I saw him or her kill (or whatever) the victim."
13. Because of time limitation, presentation of each side's case should be limited to a day and a half (1 1/2 class periods).

#### ***Procedures (check with county)***

1. After a classroom unit on the judicial system, invite a speaker or lecture on the specifics of conducting a trial, such as choosing a jury, peremptory challenges, how to get an exhibit introduced into evidence, what the basis for objection can be, the admissibility of lie detector, psychological tests, etc.
2. The class votes on two attorneys, a judge, and a recorder-clerk. The attorneys choose their assistants who will help them build their cases, prepare witnesses, etc.
3. A committee of volunteers meets to draw up the facts of the case which will be tried.
4. The instructor meets with the judge, attorneys, and their assistants. The case is read (changes agreed on by both attorneys may be made). It is decided which attorney will be the Prosecutor and which will be the Defense and procedures will be discussed.
5. One day is devoted to choosing a jury. Each student who is not already involved is questioned as a prospective juror. Those not chosen may be used as witnesses. Each attorney has some (4 in the case of 14 possible jurors) peremptory challenges.

FORMAT: The \_\_\_\_\_ District Court of the State of Texas is now in session. The Honorable Judge \_\_\_\_\_ presiding. Will everyone please rise.

Judge enters, taps gavel, and says, "Be seated." Judge explains to the prospective jurors that they may or may not be selected in the case. Also, he makes a brief statement of the facts involved, so the prospective jurors are acquainted with the case in order that they may intelligently answer questions put to them by the attorneys. The Judge instructs the Clerk to call the

first prospective juror. Each prospective juror (and witnesses later in the case) is administered the Oath by the Clerk:

Raise your right hand (left hand is placed on the "book"). Do you swear that the testimony you are about to give is the truth, the whole truth, and nothing but the truth? (Answer: I do). Be seated please.

Prospective juror is questioned first by the Prosecuting Attorney and then by the Defense Attorney.

Sample questions:

State your name, age, and occupation.

Are you acquainted with the defendant or his attorney?

Do you know the facts related to this case?

Have you formed an opinion in this case?

Either attorney may challenge a prospective juror for cause, such as:

Your Honor, I challenge this juror because he is clearly prejudiced against the defendant.

Some jurors (number to be decided before voir dire) may be excused on the basis of peremptory challenges (no reason given by attorney).

6. After the jury of (6) (12) persons is chosen the trial begins. In a criminal trial, the judge calls for the reading of the indictment by the prosecuting attorney before asking for the opening statement.

### ***Indictment (Criminal)***

In the name and by the authority of the State of Texas, the Grand Jurors, duly selected, organized, sworn and impaneled as such for the County of \_\_\_\_\_, State of Texas, in the \_\_\_\_\_ (year) term, of the district court of said county, upon their oaths present in and to said court that on or about the \_\_\_\_\_ day of \_\_\_\_\_, AD 19\_\_\_\_, in the county and state aforesaid, and anterior to the presentment of this indictment, one \_\_\_\_\_ did then and there voluntarily and with malice aforethought \_\_\_\_\_ against the peace and dignity of the State.

signed: \_\_\_\_\_  
Name of Foreman of Grand Jury

There is no indictment in a civil case. The trial begins with the opening statement by the plaintiff's attorney.

7. Opening statements, which are confined to the facts the attorney intends to elicit in obtaining evidence, are made by each attorney to the jury. Prosecutor is first.

## 8. After the opening statements:

*Judge:* Is the Plaintiff's Attorney (in civil case) or Prosecuting Attorney (state in criminal case) ready?

*Attorney:* I am, Your Honor.

*Judge:* Is the Defense Attorney ready?

*Attorney:* I am, Your Honor.

*Judge:* Will the Prosecuting (Plaintiff's) Attorney call his first witness?

Each witness is sworn in before taking the stand.

9. Examination of witnesses by Plaintiff's (civil) or State's (criminal) attorney must be carefully planned (each question). The witnesses must testify to matters of fact, those things which they actually saw, heard, touched, or smelled. He cannot give opinion or relate hearsay, which is what a third party has told him about the parties in the action. The attorney cannot ask leading questions of his own witness. Authorities who are especially qualified to state opinion may do so.
10. Cross-examination of witnesses by Defendant's lawyer must try to discredit the witness' testimony introduced by the preceding attorney. The cross-examining attorney may ask leading questions for the purpose of obtaining information the witness might have otherwise tried to ignore. Also, the attorney may try to bring out prejudice, bias, or contradiction in the testimony by the witness. Plaintiff's (State's) attorney may object on the basis that questions do not deal with facts touched upon in direct examination as well as previously mentioned basis of objection.
11. Redirect (only one allowed because of time): covers new matters brought out by the cross-examination and tries to rehabilitate the validity of the witness' testimony.
12. Re-Cross (only one allowed because of time) attempts to clarify or reiterate essential points of testimony if necessary.
13. After all witnesses for the Prosecution (Plaintiff) are called, the Prosecution says, "Your Honor, I rest my case."
14. Defense calls his first witness. After the same procedure which is stated above is followed with the defense witnesses, Defense rests.
15. Each attorney presents his or her summation speech to the jury (Defense first, Prosecutor or Plaintiff's attorney last).
16. Judge gives Charge to the jury. The charge states the issues in the case, tells the jury what it must decide as to the issues. Also, the judge explains what the jury is to do when they leave to decide. They must first elect a foreman and then reach a decision based upon the judgment of each individual juror.
17. Jury retires to deliberate. While Jury is reaching a verdict, class members could write an evaluation. Jury returns a verdict in written form to the Judge, who reads the verdict.



## Strategy No. 21--Dialogue Debate

### Why?

The dialogue debate provides a structured discussion of a controversial topic. More than a regular debate, the dialogue debate encourages students to examine many arguments from each point of view.

### How?

The teacher should select four students or four teams for each debate. After the students have had enough preparation time, the debaters should conduct their debate before the other members of the class who will have opportunities to question the debaters after the completion of two or more rounds. Round I is begun with a spokesperson from one side developing one argument. The teacher should listen and, when one point has clearly been made, the teacher should stop the speaker. At that time a spokesperson from the other side must pick up the first point presented, refute it to the best of his ability and continue to develop a new point in favor of his side's position. Once again, the teacher should stop this second speaker as soon as the speaker has developed a new idea. The first side then must respond and develop a third idea. The same pattern should be followed with each round consisting of statements from each student or team. Depending upon the complexity of the topic and the amount of preparation, only two or more rounds may be needed. At the end of the last round the audience should be encouraged to ask questions and offer additional points. The debaters may ask for a vote from the audience to determine the winning side.

## Strategy No. 22--Structured Discussion

### Why?

These techniques facilitate discussion by focusing attention on specific questions or issues and involving more students in a balanced examination of a topic or concept.

### How?

Several variations of directed discussion may be used, including the following:

**SERIAL STORY:** Select a narrative involving one or more legal issues. Break the story into segments. Each segment should raise a legal point to be discussed or a decision to be made. Consider only one segment at a time. Conclude with an examination of the final conclusions in light of the discussion which preceded.

**ROTATION DISCUSSION:** To insure maximum participation in a discussion, code questions to be discussed. For example, number or letter each question and assign corresponding letters or numbers to students. The students who are assigned a particular letter or number will be the first to respond when their question is raised. This technique works well with the serial story.

**DISCUSSION SHEETS OR CARDS:** Introduce a topic or problem. The source may be a story, a film, a tape, etc. Divide the class into groups of 3 or 4. Hand each group a card or sheet with specific questions to be discussed. The questions may be the same, or each group may be given questions dealing with one aspect of the problem or situation. The groups should work toward consensus. Conclude with a report from each group. Allow time for minority dissents to be discussed. Try to reach a class consensus.

**PROGRESSIVE LISTENING:** This activity is designed to enhance discussion and improve listening skills. The group leader makes or presents a "devil's advocate" statement to the group and asks for a response. The speaker is free to agree or disagree so long as he gives a reason for his position. The discussion continues with a response by another group member, *but* before the speaker can respond he must summarize what the former speaker said to the former speaker's satisfaction. The discussion continues in this way. Speakers may volunteer or each person may be asked to respond (though anyone should be free to pass) if he chooses. The class may be divided into groups for the activity if it is large.

**SPOTLIGHT:** This strategy is a useful discussion tool as well as a listening skill builder. It allows each student to have the undivided attention of his partners, to serve as a listener and clarifier, and to be an observer of the discussion process. Divide the class into groups of three. Have the students arrange their chairs in a circle. Assign each member of the trio a role as the responder, the clarifier, or the summarizer. Describe each role as follows:

- The Responder:* Listens to a statement by the teacher and has two minutes (or whatever time is appropriate) to respond without interruption.
- The Clarifier:* After listening to the responder, asks clarifying questions (approximately two minutes). The clarifier cannot interject personal thoughts at this time.
- The Summarizer:* Listens to both of his partners and at the conclusion of their discussion, gives feedback on the process involved by indicating whether they fulfilled their roles and by giving examples.

## Strategy No. 23--Quick Survey

### Why?

This strategy allows the teacher and all class members to observe the range of attitudes within the class.

### How?

Prearrange a distinct visual signal for each of five positions: strongly agree, agree, no opinion, disagree, strongly disagree. The teacher then makes a statement which requires an expression of opinion. The students are instructed to think silently about their answer and, at a given signal, to vote.

This strategy can be followed with open interviewing, **Strategy No. 7**, to allow students to elaborate on their positions.

## Strategy No. 24--Field Trip

### Why?

To provide first-hand learning experiences which help students relate the classroom study to actual community models.

### How?

Before planning any field experiences, the teacher should clearly understand the local school or district's rules and regulations regarding field trips. The building principal usually will have this information or can direct teachers to the proper source.

The field trip should be planned as an integral part of the unit of study and may be successfully used at different times depending upon the teacher's purpose. For example, a field trip may be used to introduce a topic thereby stimulating interest in the proposed course of study. It may be used during the course of study to provide additional information or experiences not available through other sources. It can also serve as a final activity, enabling students to compare the classroom experience to the reality of people and institutions in action. A successful field trip requires very careful planning. The teacher should discuss with the students the purpose of the field trip, the expected results, and what may be observed. In addition, the students should understand the mechanics of the field trip as well as appropriate dress and behavior.

Following the trip, the teacher should plan questions and activities which relate the field experiences to the unit of study.

**Strategy No. 25--Resource Speaker****Why?**

To give students opportunities for face to face contact with people who can give first-hand information about the subject under study.

**How?**

Before inviting any guest speakers, the teacher should fully understand the local school or district's policies regarding guest speakers. The building principal will usually have this information or can direct teachers to the proper source.

Ordinarily a guest speaker will be making some special effort to come to the classroom; therefore, the guest speaker should be extended special courtesy. For example: arrangements should be made for parking, someone to meet the speaker, guide the speaker to the room, and see that the speaker is escorted out of the building.

The use of the resource speaker is most successful if the teacher makes careful plans for the visit. Prior to the visit the person should be contacted and briefed. Briefing might include an explanation of the objectives for the visit, characteristics of the students, and how the topic has been treated thus far in the course of the study.

The teacher should discuss with the class the reasons for inviting the speaker, the kinds of information the speaker may be expected to bring, and the kinds of questions the students may wish to ask.

Following the visit, the teacher should plan questions and activities which relate the information brought by the speaker to the unit of study.

## Strategy No. 26--Music, Poetry, and the Social Law

### Why?

To encourage students to synthesize learning regarding a legal concept such as Separation of Powers.

### How?

1. Divide the class into groups of 3-5. Give each group a sheet of paper containing ten words, a large sheet of paper, marking pens, and the following instructions:
  - You will be given a sheet of paper with 10 words on it. You are to use these 10 words in composing two poems, one about the unity of government and the other about the divisions found in government.
  - There is an additional instruction on your sheet that is to be incorporated in your poems. (either to praise, to mourn, to satirize, to pray for, or to petition)
  - Write poems on the big sheets.
  - Be prepared to give poems to group either in song, choral readings, or solo reading with "background."
  
2. Sample words:
 

Mr. President	absolute
legislature	Nine Old Men
justice	balance
illegal	unconstitutional
Capitol Hill	check
lesser courts	The Honorable, Mr. Chief Justice
equitable	appoint
reasonable	power
jurisdiction	the White House
Burger	elect
  
3. Encourage students to write original musical compositions or original lyrics for a familiar tune. If they choose to write a poem, suggest background music or sound to add drama to the presentation. The activity will be most successful if the teacher can set the stage for a full scale production.
  
4. Have each group present its original composition for the class and follow with a group discussion. The following types of questions are suggested:
  - a. What was the song or poem about?
  - b. What did the group have to say about the topic?
  - c. What kinds of feelings were created? How was this accomplished?
  - d. How did these impressions agree with what you, the creators, intended to convey?
  - e. Do you agree or disagree with what the group had to say about its topic? Why?

**Strategy No. 27--Learning Stations****Why?**

To provide an opportunity for students to participate in direct study in a structured learning environment. This type of activity has the added advantage of allowing students to move about the room freely while still providing a sense of direction. Learning stations can be used to gather information during a unit of study or to synthesize learning at the conclusion of a unit of study. The activity may also be used as a test.

**How?**

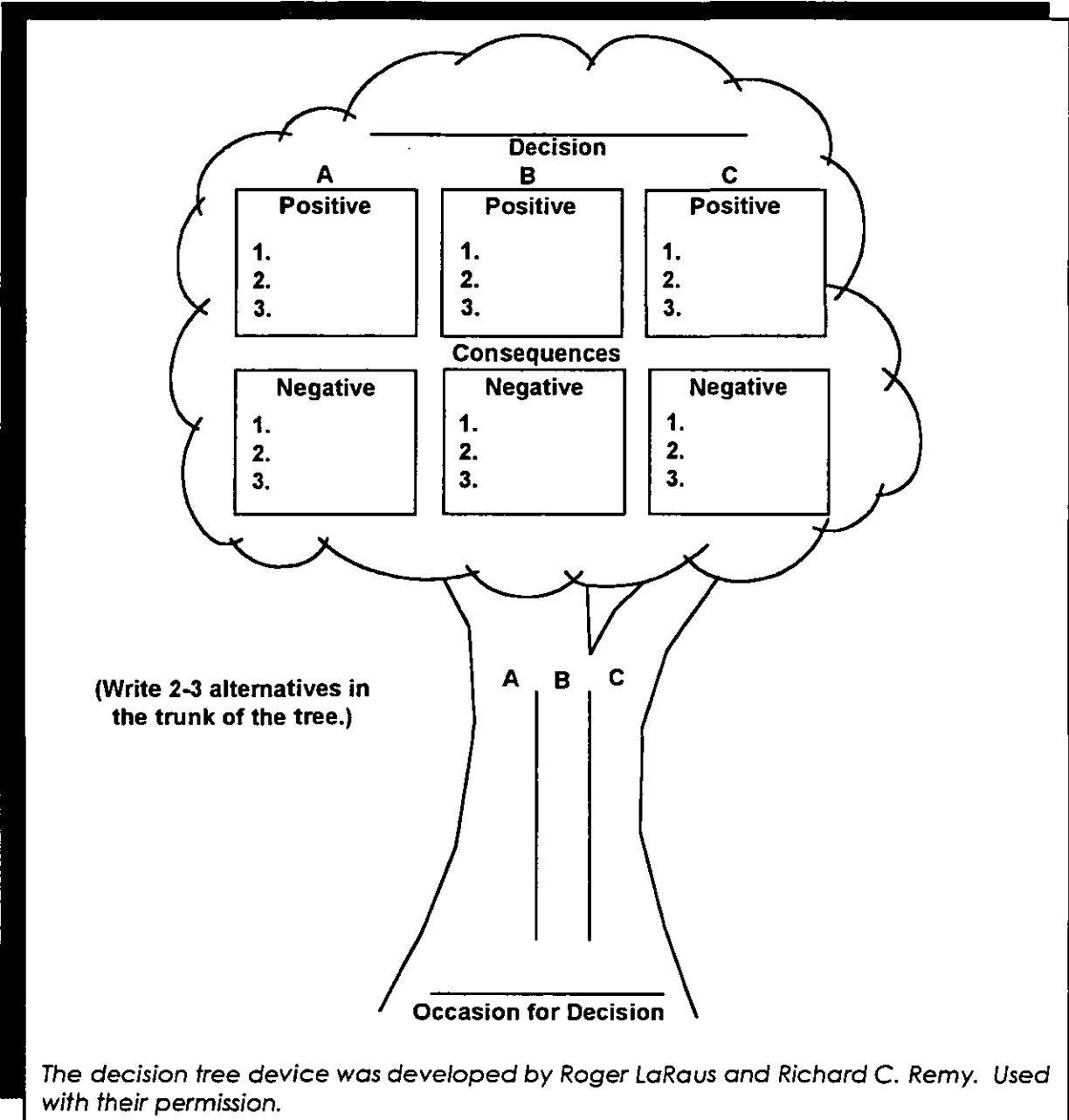
1. Develop a series of specific tasks related to the topic being studied. Each task should be an independent activity so that students may proceed through the stations at random.
2. Have each student select a partner (groups of three may be used also).
3. Set up stations around the room with one task at each station.
4. Instruct each team to go to a vacant station and complete the specified activity.
5. After the completion of the activity, the team should move on to another station. If all stations are filled, the team members could use the time to reevaluate their solutions to the completed tasks.
6. At the conclusion of the activity, the class should discuss each station, allowing each team to report on its decision or solution. The types of questions to be asked will depend upon the nature of the learning experience.

**Strategy No. 28--Decision Tree****Why?**

To create a visual display of possible alternatives and consequences in the decision-making process.

**How?**

1. Provide students with a model of the decision tree on a handout, transparency or chalkboard.
2. Identify the occasion for a decision, such as choosing a leader or settling a conflict.
3. Map out two or more alternatives along the trunk and branches of the tree. In the foliage of the tree, list the positive and negative consequences.
4. Review and weigh the consequences. Make a decision.



**Strategy No. 29--Moot Court****Why?**

A moot court simulation provides an incentive for students to develop issues and arguments in a case study. The preparation of the arguments and the questioning and deliberation by the justices will require higher-level thinking skills of analysis, synthesis, and evaluation.

**How?**

1. Using a case study, review the facts and issues involved in the case with the class as a whole.
2. Divide the class into three groups. Assign one group of nine to act as the Supreme Court. Assign the other two groups to act as petitioner and respondent.
3. Allow each group to meet for 10 minutes to brainstorm arguments in support of their side. After brainstorming, each group will develop and refine their arguments and select a spokesperson/attorney. The Supreme Court group will prepare questions to ask each group.
4. Attorneys will have five to ten minutes to argue their side. The petitioner goes first and is given a 3-minute rebuttal after the respondent's argument.
5. Allow the justices to deliberate in front of the class. The Chief Justice will call for a vote after deliberation.
6. Debrief the activity, comparing the procedures, arguments, and decisions of the moot court with the real case. Highlight the better-developed arguments.

**Strategy No. 30-- Supreme Court Conference****Why?**

To provide an opportunity for students to understand how the opinion process works on the appellate level. The strategy provides practice in forming consensus and exercises skills of persuasion and critical thinking.

**How?**

1. Provide students with the facts of a real or hypothetical case study.
2. Instruct students to read facts and write a brief summary of their opinion and their reasons.
3. Divide class into groups of nine. Appoint a Chief Justice in each group. Assign remaining Justices numbers 1-8.
4. Explain to students the group process:



- a. Starting with Justice No. 8, each person should give his or her opinion. Each Justice should keep a tally of the other Justices' opinions for or against and make a note of key reasons for the opinions.
  - b. Recess the group. Hold a 10-minute free discussion of the case among various justices. Justices will want to try to persuade others and try to form a majority opinion.
5. Debriefing Questions:
- a. What basis did you use to formulate your initial opinion?
  - b. Did you get others to agree with you? What were the most persuasive reasons that caused opinions to change?

**NOTE:** Additional methods for using case studies are found in **Strategy No. 19.**

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*Adapted from Bill of Rights in Action, with permission of Constitutional Rights Foundation, 601 S. Kingsley Drive, Los Angeles, CA 90005 213/487-5590.*

### **Strategy No. 31-- Daily Journal Writing**

#### **Why?**

Journal writing offers students an on-going opportunity to develop their writing skills as well as to express and defend their opinions on important issues raised in class discussions.

#### **How?**

The teacher provides a stimulus at the beginning of each class period and asks the students to spend 3-5 minutes writing their responses. A wide variety of stimuli (questions, cartoons, quotes, photographs, visuals, graphs, newspaper articles, and editorials) can be used to keep the activity from getting monotonous. In general, the more open-ended the questions, the more likely students are to respond in greater depth.

#### **Questions Can Be Related to Content**

1. What is the most important (interesting, puzzling, thought-provoking, frustrating) thing you learned in class yesterday? Explain.
2. Summarize the main idea of the majority decision in the *Tinker* case. Do you agree or disagree? Explain.
3. If you could retain only one right in the Bill of Rights, which one would it be and why?
4. If you could meet anyone from America (world, Texas) history, who would it be and why?

### **Questions Can Be Related To Passages From the Textbook, Newspaper Articles or Editorials, or Editorial Cartoons**

1. What is your reaction to what you have just read (seen)? Explain.
2. How is the main idea in this cartoon like (different) from the one we look at yesterday?
3. Does this cartoonist favor or oppose the proposed flag burning amendment? How do you know?

### **Questions Can Be Related To Process**

1. Did you enjoy yesterday's activity? Why or why not? What did you learn from it?
2. Evaluate your participation in yesterday's activity.

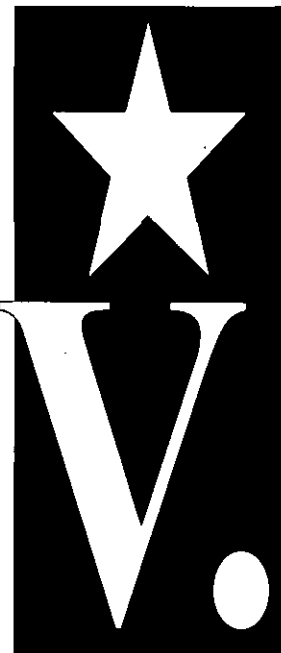
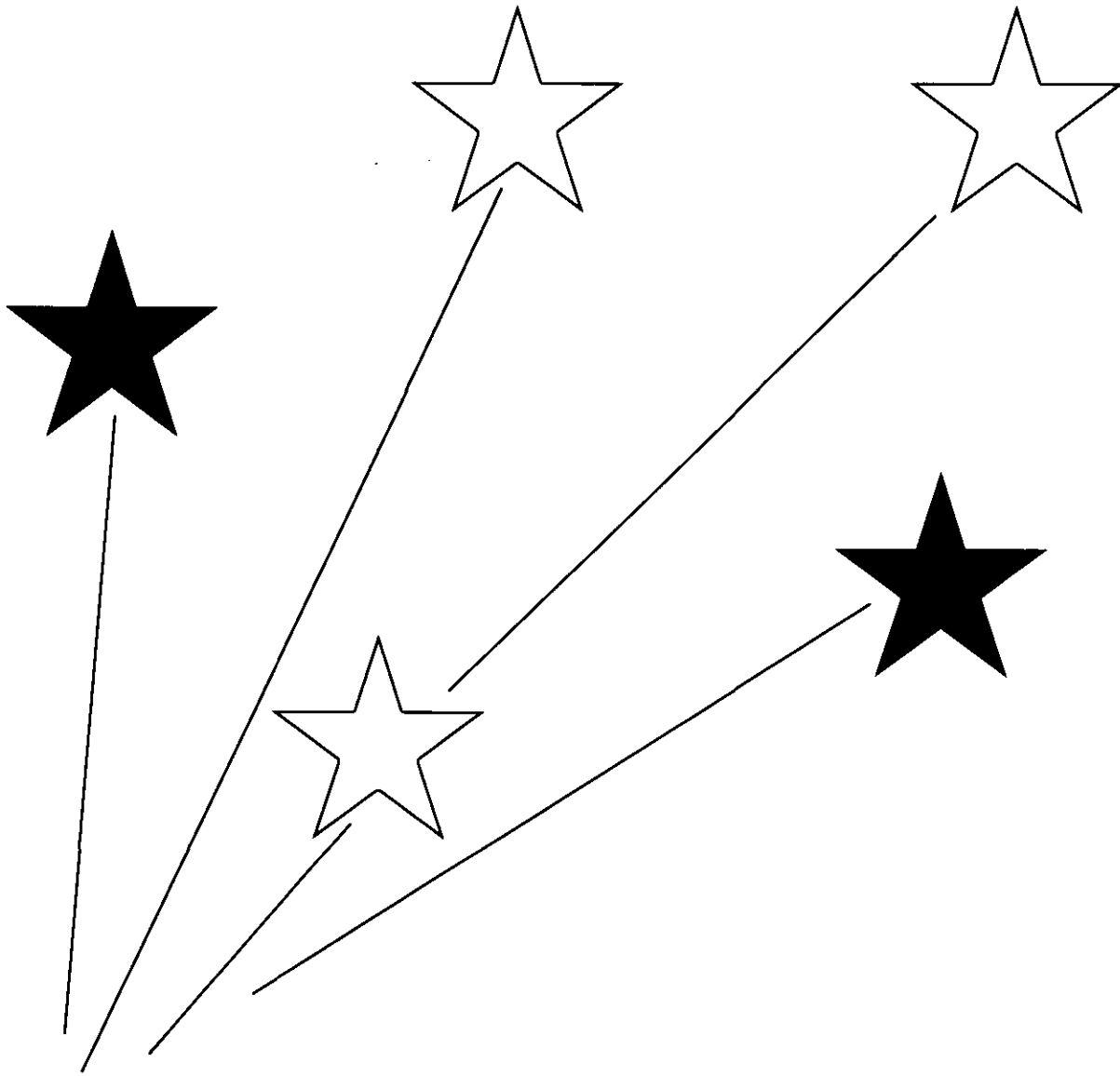
### **Questions Can Be Related To Students' Own Lives and Interests**

1. What are your immediate plans following graduation? Long range?
2. What is your favorite television show? Explain.
3. What is a big concern you have about the future?

## **Evaluation**

Ask students to begin each journal entry with a topic sentence, have a body of 3-5 sentences, and write a conclusion. If they do that and their supporting statements are factually correct and/or logically sound, they earn the equivalent of an A for that day's entry. Some students routinely dash off 1 or 2 sentences, no more; that rates a C. Faulty logic, unsubstantiated assertions, etc. result in less than an A. Invariably some students write volumes and do it well? Those are the A+ papers.

Some teachers collect these daily and simply give "credit" or "no credit"—others consider the quality of the response. Take them up on a weekly basis, with each entry counting 20% of the grade. Write lots of comments on the papers—this activity is a wonderful way to get to know the very quiet but thoughtful (as in "full of thought") student. This strategy can be used to develop a relationship with a student in a way that would never happen just through class discussion and group activities.



*Project*

V.O.T.E.

Voters of Tomorrow through Education

The Gifted and Talented section provides for diversity in learning experiences and students' interests. Students in the Gifted and Talented program are given personalized instruction and opportunities for self-directed learning in varied environments.

Major goals of the program focus on enabling students to become well-rounded individuals who grow in their areas of giftedness. The teaching strategies seek to provide students with opportunities to develop more positive self-concepts, to engage in independent research at an advanced level, to utilize critical/creative thinking skills and problem solving in the creation of intellectual products, and to experience in greater depth topics which are integrated across content areas.

The Project V.O.T.E. curriculum contains many student performance based activities. In particular, the Teaching Strategies include:

Asking students to write campaign literature based on current campaigns according to their perception of political candidates' stands on current issues.

Dividing the class into six groups and assigning each group one of the three types of government (autocratic, aristocracy, or democracy). Students look through magazines and create a collage which depicts the events, feelings, and attitudes associated with each type of government (**Handbook of Strategies, Strategy No. 14**). After the collages are completed, each group shows its work.

Through participation in a model legislature, students play the role of lobbyists by working to achieve the passage of certain bills and/or the defeat of others.

Working individually or in pairs, students create new preambles. They may be written for any institution the student chooses (for example: U.S. government, school, family, or church) and should reflect ideals important to the student.

A listing of performance based activities, two sample exercises, and several scoring rubrics follow. We trust that you will find this component of the curriculum especially useful.

## Performance Based Activities

Using the various Project V.O.T.E. lessons as the substantive backdrop, choose one of the following activities to demonstrate students' understanding of the topic covered.

- Plan a trip to . . .
- Develop a campaign strategy for . . .
- Conduct an interview with . . .
- Write a letter to the editor about . . .
- Create a government for . . .
- Prepare a policy statement about . . .
- Conduct a trial about the case of . . .
- Develop a plan for . . .
- Produce a video about . . .
- Plan an assembly for . . .
- Design a travel brochure for . . .
- Create a script for an Eyewitness News report about . . .
- Simulate the process of enacting a law about . . .
- Organize a social studies fair around the theme of . . .
- Write a play about . . .
- Participate in a community action project to . . .
- Prepare a museum exhibit about . . .
- Create a newspaper to reflect the period of . . .
- Write your own/an updated version of . . .

Source: Texas Education Agency/Curriculum Development/Social Studies/1992

### END PRODUCTS

add a chapter to a book	editorial	news story
advertisement	essay	play script
biography	flip chart	poster
book review	flow chart	replica
brochure	game	research paper
children's book	graph	scrapbook
collage	interview	slide show
correspondence	journal	song lyric
diary	map	tape recording
diorama	model	timeline
drawing	movie script	videotape

Source: Texas Education Agency

This exercise is appropriate for grades eight through twelve and may be used for gifted and talented students at the lower grade levels.

Resources for this exercise could be the Office of the Secretary of State, the League of Women Voters of Texas, the Texas Almanac, your State Senator or State Representative, your local county officials, or your local library. For further information, please refer to the Resource Section located in the back of the curriculum.

### SAMPLE EXERCISE

You have been selected as the community resource member of the Early Voting Location Committee. Your resource team is responsible for assisting the election officials in selecting appropriate sites for early voting locations in your county. The first meeting of the committee will be held in three weeks.

#### INSTRUCTIONS:

Your resource team is to write a proposal for early voting locations to be presented to election officials and the county commissioners court. Include a rationale for your location selections.

Listed below are items that you may wish to include in your proposal. Items with an asterisk are required to be in your proposal.

- \*1. Determine where early voting locations have been placed during the last election by interviewing the county clerk or elections administrator for your county.
- \*2. Describe the requirements for an early voting location.
3. Determine the next uniform election date. Calculate the early voting period.
4. List the number of registered voters for your county. What percent of voters voted early statewide in the last general election?
5. What specific locations in your county have the potential of attracting the most voters?
- \*6. Describe each of the sites that your team proposes and give an explanation for each selection.
7. Discuss two sites that your team considered, but rejected. Explain your reasons for not including these sites in your proposal.
8. Discuss any financial or physical concerns regarding your location selections.
- \*9. Attach to your proposal a map of the county, include your school's location. Note each location that you proposed as an early voting site.
10. Draft a five-minute presentation summarizing your proposal.

## SAMPLE EXERCISE

Imagine that you are an election judge for Rome County, Texas. For the past ten years you have held this important civic office. You are in need of several election clerks to assist you in your election duties for the next general election. You have been invited to speak at the next town hall meeting. The topic of your speech will be "Recruiting Election Clerks – Why You Should Get Involved."

When completing this exercise, reference the Handbook for Election Judges and Clerks Using Paper Ballots published by the Secretary of State. You may also call 1-800-252-VOTE (8683) to request a training video for election judges and clerks.

### INSTRUCTIONS:

You are to draft a five minute speech describing to your audience your duties as an election judge. Include a discussion of the duties of election clerks as well as the social and political benefits of serving. Items with an asterisk are required to be in your speech.

- \*1. What are the qualifications to serve as an election clerk?
- \*2. Describe the distinction between an election judge and an election clerk.
- \*3. Describe a typical day at the polling place. Note what time the polls open and close as well as who may be present in the polling place.
- \*4. List the uniform election dates. State which date occurs next and the type of elections that will take place at that time.
5. Describe the physical set up of a polling place.
6. List arguments for and against involvement in the political process.
7. Create a flyer to announce your speech that encourages people to attend.
8. List props that might be used to both inform and entertain your audience about the voting process.
9. Describe a funny voting incident that occurred while you were a judge.
10. Include a political joke in your speech.
- \*11. Draft an ad for your local newspaper soliciting recruits for election clerks.
- \*12. Describe how serving as an election clerk can be a rewarding civic experience.
13. Describe where you would put an early voting location in your county to make voting more accessible.

## Sample Rubric

- Excellent:** Answers question fully and completely.  
Shows understanding beyond that provided in class.  
Provides ample evidence to support generalizations.  
Uses an analytical approach (as appropriate, compares/contrasts; explores cause/effect; distinguishes between fact/opinion; questions validity).  
Uses written language clearly.
- Good:** Addresses all parts of the question.  
Provides adequate evidence to support generalizations.  
Organizes material in a narrative fashion.  
Uses written language with few major errors.
- Fair:** Addresses all parts of the question.  
Provides limited evidence to support generalizations.  
Provides little interpretation of material or may misinterpret material.  
Demonstrates some control of written language.
- Poor:** Offers little evidence of comprehension of question.  
Misuses or misinterprets information.  
Exhibits lack of control of written language.



**SAMPLE RUBRIC****Score Point 3**

- Generally uses accurate data
- Deals clearly with the assigned topic
- Has a thesis statement
- Develops ideas to support thesis
- Generally expresses ideas clearly

**Score Point 2**

- Uses some accurate data
- Follows assigned topic with some digression
- Has some organizational structure
- Weak development of ideas to support thesis
- Has difficulty in expressing ideas

**Score Point 1**

- Uses little accurate data
- Gives minimal attention to the assigned topic
- Has a context but little organization
- Few ideas offered to support the topic
- Does not express ideas clearly

**Score Point 0**

- Uses no accurate data
- Illegible
- Incoherent
- Written in a foreign language
- Completely off the topic
- Indecipherable
- Blank paper

**Below is the rubric for the TAAS writing sample**

**Focused Holistic Scoring**

**Holistic Scoring**

- Based on the idea that a written passage is greater than the sum of its parts
- The total piece is considered without singling out errors

**Score Point 4**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>•Correct purpose, mode, audience</li> <li>•Effective elaboration</li> <li>•Consistent organization</li> <li>•Clear sense of order/completeness</li> </ul> | <ul style="list-style-type: none"> <li>•Fluent</li> </ul> |
|--|---|

**Score Point 3**

- Correct purpose, mode, audience
- Moderately well elaborated
- Organized (but possible brief digressions)
- Clear, effective language

**Score Point 2**

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>•Correct purpose, mode, audience</li> <li>•Some elaboration</li> <li>•Some specific details</li> <li>•Gaps in organization</li> </ul> | <ul style="list-style-type: none"> <li>•Limited language control</li> </ul> |
|--|---|

**Score Point 1**

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>•Attempts to address audience</li> <li>•Brief/vague</li> <li>•Unelaborated</li> <li>•Wanders on/off topic</li> </ul> | <ul style="list-style-type: none"> <li>•Lack of language control</li> <li>•Poor or no organization</li> <li>•Wrong purpose/mode</li> </ul> |
|---|--|

**Score Point 0**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>•Off topic</li> <li>•Blank paper</li> <li>•Foreign language</li> <li>•Illegible/incoherent</li> </ul> | <ul style="list-style-type: none"> <li>•Copied prompt</li> <li>•Did not write enough to score</li> </ul> |
|--|--|

**Figure 5.1**  
**California Assessment Program 1990**  
**History-Social Science Grade 11**  
**Scoring Guide: Group Performance Task**

	Level I Minimal Achievement	Level II Rudimentary Achievement	Level III Commendable Achievement	Level IV Superior Achievement	Level V Exceptional Achievement
Group and Collaborative Learning 20	(1-4) Exclusive reliance on one spokesperson. Little interaction. Very brief conversations. Some students are disinterested or distracted.	(5-9) Strong reliance on spokespersons. Only one or two persons actively participate. Sporadic interaction. Conversation not entirely centered on topic.	(8-12) Some ability to interact. At least half the students confer or present ideas. Attentive reading of documents and listening. Some evidence of discussion of alternatives.	(13-16) Students show adeptness in interacting. At least 3/4 of students actively participate. Lively discussion centers on the task.	(17-20) Almost all students enthusiastically participate. Responsibility for task is shared. Students reflect awareness of others' views and opinions and include references to other opinions or alternatives in presentation and answer. Questions and answers illustrate forethought and preparation.
Critical Thinking 30	(1-6) Demonstrates little understanding and only limited comprehension of scope of problem or issues. Employs only the most basic parts of information provided. Mixes fact and opinion in developing a viewpoint. States conclusion after hasty or cursory look at only one or two pieces of information. Does not consider consequences.	(7-12) Demonstrates only a very general understanding of scope of problem. Focuses on a single issue. Employs only the information provided. May include opinion as well as fact in developing a position. States conclusion after limited examination of evidence with little concern for consequences.	(13-18) Demonstrates a general understanding of scope of problem and more than one of the issues involved. Employs the main points of information from the documents and at least one general idea from personal knowledge to develop a position. Builds conclusion on examination of information and some consideration of consequences.	(19-24) Demonstrates clear understanding of scope of problem and at least two central issues. Uses the main points of information from the documents and personal knowledge that is relevant and consistent in developing a position. Builds conclusion on examination of the major evidence. Considers at least one alternative action and the possible consequences.	(25-30) Demonstrates a clear, accurate understanding of the scope of the problem and the ramifications of the issues involved. Employs all information from the documents and extensive personal knowledge that is factually relevant, accurate, and consistent in the development of a position. Bases conclusion on a thorough examination of the evidence, an exploration of reasonable alternatives, and an evaluation of consequences.
Communication of Ideas 20	(1-4) Position is vague. Presentation is brief and includes unrelated general statements. Overall view of the problem is not clear.	(5-9) Presents general and indefinite position. Only minimal organization in presentation. Uses generalities to support position. Emphasizes only one issue. Considers only one aspect of problem.	(8-12) Takes a definite but general position. Presents a somewhat organized argument. Uses general terms with limited evidence that may not be totally accurate. Deals with a limited number of issues. Views problem within a somewhat limited range.	(13-16) Takes a clear position. Presents an organized argument with perhaps only minor errors in the supporting evidence. Deals with the major issues and shows some understanding of relationships. Gives consideration to examination of more than one idea or aspect of the problem.	(17-20) Takes a strong, well-defined position. Presents a well-organized persuasive argument with accurate supporting evidence. Deals with all significant issues and demonstrates a depth of understanding of important relationships. Examines the problem from several positions.
Knowledge and Use of History 30	(1-6) Reiterates one or two facts without complete accuracy. Deals only briefly and vaguely with concepts or the issues. Barely indicates any previous historical knowledge. Relies heavily on the information provided.	(7-12) Provides only basic facts with only some degree of accuracy. Refers to information to explain at least one issue or concept in general terms. Limited use of previous historical knowledge without complete accuracy. Major reliance on the information provided.	(13-18) Relates only major facts to the basic issues with a fair degree of accuracy. Analyzes information to explain at least one issue or concept with substantive support. Uses general ideas from previous historical knowledge with fair degree of accuracy.	(19-24) Offers accurate analysis of the documents. Provides facts to relate to the major issues involved. Uses previous general historical knowledge to examine issues involved.	(25-30) Offers accurate analysis of the information and issues. Provides a variety of facts to explore major and minor issues and concepts involved. Extensively uses previous historical knowledge to provide an in-depth understanding of the problem and to relate it to past and possible future situations.

**Figure 5.6**  
**PART II: Objectives Rating Form-Group**

Student I.D. #'s  
 1. \_\_\_\_\_  
 2. \_\_\_\_\_  
 3. \_\_\_\_\_  
 4. \_\_\_\_\_  
 5. \_\_\_\_\_

Title of the Task: \_\_\_\_\_ Task# \_\_\_\_\_  
 Teacher ID#: \_\_\_\_\_ Date: \_\_\_\_\_

The group should be able to...	Where to Find Evidence				E	G	N.I.	*
	Group Report (Page #)	Oral Presentation	Teacher Observation	Other (Specify)				
1. Identify and apply physical and/or chemical properties for the purpose of identification.								
2. Formulate predictions based on prior knowledge.								
3. Identify information and steps needed to solve a problem.								
4. Test predictions.								
5. Gather data pertinent to a problem.								
6. Make inferences based on pertinent data.								
7. Draw reasonable conclusions and defend them rationally.								
8. Communicate the strategies and outcomes of a study through written means.								
9. Orally communicate the strategies and outcomes of a study.								
10. Collaborate effectively.								
* Check if students' work is a strong and clear example of rating given.								

(Connecticut Department of Education 1990) E=Excellent G=Good N.I.= Needs Improvement

Enhancements/GT-9

## ***Conflict in the Classroom: Learning About Democracy*** ***by Jeanie R. Stanley, Ph.D.***

If you want to give a gift to your students and this country, give them the tools to deal with political conflict and let them practice in your classroom. Conflict, debate and discussion are truly essential elements of learning about democracy.

Yet many teachers are uncomfortable with this notion. Students are told that they have a right to their own beliefs, but often classroom dialogue stops here. Johnny is a Democrat; Susie is a Republican. Bill favors gun control; Artesia does not. Learning about government and politics must be more than abstract knowledge of structures, laws and beliefs.

Our students desperately need to know how to discuss and debate politically relevant ideas and values while maintaining respect for those with whom they disagree. Such discussion and debate can begin in kindergarten and continue through high school.

Certain preliminary activities and ground rules will help create positive and lively political dialogue. Encourage the class to develop a consensus about the value of diversity and participation in the political process. In particular, have them discuss why political discussion is important. This should be a "soft" discussion with minimal disagreement. What are the principles upon which democratic government is based? Why might they expect and appreciate different views? Why is it important to explain their political beliefs and discuss them with others? What are the origins of beliefs? What might lead to changes in our beliefs? What kinds of political debate would be counterproductive? What ground rules should be made for classroom political discussion? What topics would be interesting, generally non-threatening and not require great factual knowledge? These activities might require research for older students, including reading newspapers, watching television, making field trips to political events or discussing issues with their parents and friends.

Hopefully, the teacher can guide the class to accept the following ground rules: 1) Students must state their beliefs carefully and offer facts or values as reasons for others to agree with their beliefs; 2) Students must agree to disagree without jeopardizing their personal relationships; 3) Discussion will end on a topic if excessive emotion or anger is evident; 4) Time limits should be set per student to maximize the number of students who participate; 5) Different students might be designated to enforce the ground rules.

Crazy or less serious topics can be used as ice breakers for teaching political discussion skills. Remember that you are teaching process and communication skills as much as substantive content. A little levity would go a long way to suggesting that politics can be fun.

The political discussion should result in increased knowledge about the topic and why differing views are held. A written debriefing for older students might precede a discussion of the results. How might the experience be improved? Should the ground rules be changed? What was learned? Did the discussion change anyone's views? Did the discussion add to their knowledge? Did the experience validate their original consensus about democratic principles?

I hope lively and positive political discussion enters your classroom. Give democracy in action a try!

## Voting Methods and Systems

Three major kinds of voting methods are used in Texas today. These methods are paper, electronic systems, and mechanical systems. The type of voting device used at your polling place will depend on which political subdivision (e.g., county, city, school district, etc.) you live in. The following unit includes sample ballots, pictures of voting devices and illustrations to give you a clear understanding about what you can expect to see at your polling place on election day (**Attachments 1-11**).

### A. PAPER METHODS

This is the simplest voting method. It is used by many small counties because it is also the least expensive way to count ballots. Currently 114 counties in Texas vote by paper ballot. When using the paper method, voters mark their ballot by hand with an indelible marker or pen (a marker that cannot be erased), and the votes are counted manually (**Attachments 1, 2**).

### B. ELECTRONIC SYSTEMS

Electronic voting systems have recently become the most widely used systems in the state. Currently 134 counties are voting by electronic systems. There are several types of electronic voting systems, but they all operate in a similar manner. In an electronic system, voters mark their ballots by either punching holes, connecting "arrows," or filling in "bubbles" next to the candidates' names. The votes are then counted by an electronic ballot counter that counts the holes, the "bubbles," or the "arrows." When the ballots are counted, the electronic system automatically computes the totals for each candidate. Although this system is often more accurate and quicker than counting paper ballots by hand, it is more expensive to operate. Common names for the various voting systems are punch card, and optical scan (**Attachments 3-8**).

### C. MECHANICAL SYSTEMS

Mechanical systems historically have been a popular voting system. Recently, however, many mechanical systems have been replaced with electronic systems for speed and convenience. Today only six counties in Texas are using the mechanical system. In a mechanical system, voters go into a booth with a curtain. The voter pulls a handle when they enter the voting booth which draws the curtain. To vote, the voter pulls levers down next to the candidates' names. When the voter is finished, they pull the handle which draws open the curtain and registers their votes on a counter located in the back of the machine. After voting ends, the vote totals are read directly off the counter (**Attachment 9**).

**Instructions for Voting by Paper Ballot**

**Instructions:** The voter marks their ballot by placing an "X" or other mark in the square beside each candidate, proposition, or party column for which they wish to vote.

**(Primary Election Ballot)**

For Governor:

- Booker T. Washington
- Albert Einstein
- Helen Keller

**(General Election Ballot)**

Candidates for Governor     PARTY A     PARTY B     PARTY C     Independent     Write-In  
 Candidate A     Candidate B     Candidate C

**Sample Paper Ballot**

**GENERAL ELECTION (ELECCION GENERAL)**

**No. 0000**

(Conado de) **SAMPLE COUNTY, TEXAS**  
**NOVEMBER 8, 1994 (8 de noviembre de 1994)**

**SAMPLE BALLOT (BOLETA DE MUESTRA)**

**INSTRUCTION NOTE:** Vote for the candidate of your choice in each race by placing an "X" in the square beside the candidate's name. You may cast a straight-party vote (that is, cast a vote for all the nominees of one party) by placing an "X" in the square beside the name of the party of your choice. If you cast a straight-party vote for all the nominees of one party and also cast a vote for an opponent of one of that party's nominees, your vote for the opponent will be counted as well as your vote for all the other nominees of the party for which the straight-party vote was cast.

**(NOTA DE INSTRUCCION:** Vote por el candidato de su preferencia para cada candidatura marcando una "X" en el espacio cuadrado a la izquierda del candidato. Usted podrá votar por todos los candidatos de un solo partido político ("straight ticket") marcando una "X" en el espacio cuadrado a la izquierda del nombre de ese partido político. Si usted vota por uno de los partidos políticos y también vota por el contrincante de uno de los candidatos de dicho partido político, se contará su voto por el contrincante tanto como su voto por todos los demás candidatos del partido político de su preferencia.)

Candidates for: (Candidatos para:)	<input type="checkbox"/> DEMOCRATIC PARTY (Partido Democrático)	<input type="checkbox"/> REPUBLICAN PARTY (Partido Republicano)	<input type="checkbox"/> LIBERTARIAN PARTY (Partido Libertariano)	INDEPENDENT (Independiente)	WRITE-IN (Voto Escrito)
United States Senator (Senador de los Estados Unidos)	<input type="checkbox"/> Richard Fisher	<input type="checkbox"/> Kay Bailey Hutchison	<input type="checkbox"/> Pierre Bloudeau		
United States Representative, District _____ (Representante de los Estados Unidos, Distrito Núm. _____)					
Governor (Gobernador)	<input type="checkbox"/> Ann W. Richards	<input type="checkbox"/> George W. Bush	<input type="checkbox"/> Keary Ehlers		
Lieutenant Governor (Gobernador Teniente)	<input type="checkbox"/> Bob Bullock	<input type="checkbox"/> H.J. (Tex) Lezar			
Attorney General (Procurador General)	<input type="checkbox"/> Dan Morales	<input type="checkbox"/> Don Wittig	<input type="checkbox"/> Vicki Flores		
Comptroller of Public Accounts (Contralor de Cuentas Públicas)	<input type="checkbox"/> John Sharp	<input type="checkbox"/> Teresa Doggett			
State Treasurer (Tesoroero Estatal)	<input type="checkbox"/> Martha Whitehead	<input type="checkbox"/> David Hartman			
Commissioner of the General Land Office (Comisionado de la Oficina General de Terrenos)	<input type="checkbox"/> Garry Mauro	<input type="checkbox"/> Marta Graytok	<input type="checkbox"/> David C. Chow		
Commissioner of Agriculture (Comisionado de Agricultura)	<input type="checkbox"/> Marvin Gregory	<input type="checkbox"/> Rick Perry	<input type="checkbox"/> Clyde L. Garland		
Railroad Commissioner (Comisionado de Ferrocarriles)	<input type="checkbox"/> James E. (Jim) Nugent	<input type="checkbox"/> Charles R. Matthews	<input type="checkbox"/> Rick Draheim		
Railroad Commissioner, Unexpired Term (Comisionado de Ferrocarriles, Duración Restante del Cargo)	<input type="checkbox"/> Mary Scott Nabers	<input type="checkbox"/> Carole Keeton Rylander	<input type="checkbox"/> Buster Crabb		
Juista, Supreme Court, Place 1 (Juez, Corte Suprema, Lugar Núm. 1)	<input type="checkbox"/> Raul A. Gonzalez		<input type="checkbox"/> John B. Hawley		
Juista, Supreme Court, Place 2 (Juez, Corte Suprema, Lugar Núm. 2)	<input type="checkbox"/> Alice Oliver Parrott	<input type="checkbox"/> Nathan L. Hecht			
Juista, Supreme Court, Place 3 (Juez, Corte Suprema, Lugar Núm. 3)	<input type="checkbox"/> Jimmy Carroll	<input type="checkbox"/> Priscilla Owen			
Presiding Judge, Court of Criminal Appeals (Juez Presidente, Corte de Apelaciones Criminales)	<input type="checkbox"/> Mike McCormick				
Judge, Court of Criminal Appeals, Place 1 (Juez, Corte de Apelaciones Criminales, Lugar Núm. 1)	<input type="checkbox"/> Charles F. Campbell	<input type="checkbox"/> Steve Mansfield			
Judge, Court of Criminal Appeals, Place 2 (Juez, Corte de Apelaciones Criminales, Lugar Núm. 2)	<input type="checkbox"/> Betty Marshall	<input type="checkbox"/> Sharon Keller			
Member, State Board of Education, District _____ (Miembro de la Junta Estatal de Educación Pública, Distrito Núm. _____)					
State Senator, District _____ (Senador Estatal, Distrito Núm. _____)					
State Representative, District _____ (Representante Estatal, Distrito Núm. _____)					
Chief Justice, _____ Court of Appeals District (Juez Presidente, Corte de Apelaciones, Distrito Núm. _____)					
Chief Justice, _____ Court of Appeals District, Unexpired Term (Juez Presidente, Corte de Apelaciones, Distrito Núm. _____, Duración Restante del Cargo)					
Juista, _____ Court of Appeals District (Juez, Corte de Apelaciones, Distrito Núm. _____)					
Juista, _____ Court of Appeals District, Unexpired Term (Juez, Corte de Apelaciones, Distrito Núm. _____, Duración Restante del Cargo)					
Juista, _____ Court of Appeals District, Place _____ (Juez, Corte de Apelaciones, Distrito Núm. _____, Lugar Núm. _____)					
Juista, _____ Court of Appeals District, Unexpired Term (Juez, Corte de Apelaciones, Distrito Núm. _____, Lugar Núm. _____, Duración Restante del Cargo)					
District Judge, _____ Judicial District (Juez del Distrito, Distrito Judicial Núm. _____)					
District Judge, _____ Judicial District, Unexpired Term (Juez del Distrito, Distrito Judicial Núm. _____, Duración Restante del Cargo)					
Criminal District Judge, Court No. _____ (Juez Criminal del Distrito, Corte Núm. _____)					
Family District Judge, _____ Judicial District (Juez Familiar del Distrito, Distrito Judicial Núm. _____)					
District Attorney, _____ Judicial District, Unexpired Term (Procurador del Distrito, Distrito Judicial Núm. _____, Duración Restante del Cargo)					
Criminal District Attorney (Procurador Criminal del Distrito)					



**Instructions for Electronic Voting  
(Fill in the "Bubbles")**

OFFICIAL BALLOT (BOLETA OFICIAL)		SAMPLE ELECTION (ELECCION DE MUESTRA)	
A	SAMPLE CUSTOMER	B	ANYMONTH 99,1999
<p><b>INSTRUCTION NOTE:</b> Vote for your choice in each race by completely filling the oval beside the candidate's name. You may vote for a write-in candidate by writing the name of the candidate on the line provided, and filling the oval beside the line. Use only the marker provided. <b>(NOTA DE INSTRUCCION:</b> Vote por su preferencia en cada carrera por llenar completamente el óvalo al lado del nombre del candidato. Usted puede votar por un candidato elegible para recibir votos inserción escrita por escribir el nombre del candidato en la línea provista y por llenar el óvalo al lado de la línea. Solamente use el marcador provisto.)</p>		<p><b>C</b> (99 de anymonth de 1999)</p> <p><b>United States Senator (Senador de los Estados Unidos)</b></p> <p><input type="radio"/> Florence Nightingale <input type="radio"/> Henry Ford <input checked="" type="radio"/> Francis Scott Key <input type="radio"/> _____</p> <hr/> <p><b>Railroad Commissioner (Comisionado de Ferrocarriles)</b></p> <p><input type="radio"/> Julius Caesar <input type="radio"/> Al Capone <input type="radio"/> Calamity Jane <input type="radio"/> _____</p>	

**MAKE YOUR VOTE COUNT  
(Asegure que cuente su voto.)**



**TO VOTE FOR A STATEMENT, CANDIDATE, OR FOR A WRITE-IN, BLACK IN THE OVAL BESIDE YOUR CHOICE.**

**(Para votar a favor de una declaración, un candidato, o para votar por escrito, oscurezca el óvalo al lado de su preferencia.)**

**USE ONLY THE SPECIAL PENCIL PROVIDED  
BY YOUR ELECTION OFFICIALS**

**(Use solamente el lápiz especial provista por los oficiales electorales.)**

**VOTE BOTH SIDES OF THE BALLOT  
(Vote ambos lados de la boleta.)**

**DO NOT FOLD YOUR BALLOT!  
(Favor de no doblar su boleta.)**

**IF YOU HAVE ANY QUESTIONS,  
PLEASE ASK YOUR ELECTION OFFICIALS  
(Si usted tiene alguna pregunta, favor de dirigirla a los oficiales electorales.)**

**Sample Ballot**

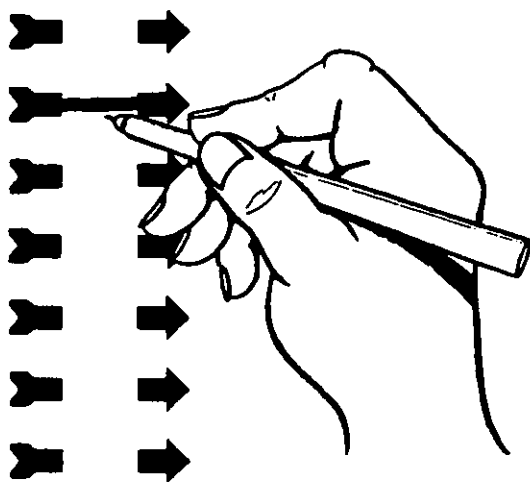
**OFFICIAL BALLOT  
(BOLETA OFICIAL)**

**GENERAL ELECTION  
(ELECCION GENERAL)**

A	B	C
<p>(Condado de) <b>TRAVIS COUNTY, TEXAS</b></p> <p><b>INSTRUCTION NOTE:</b> Vote for the candidate of your choice in each race by darkening in the oval provided to the left of the name of that candidate. You may cast a straight-party vote (that is, cast a vote for all the nominees of one party) by darkening in the oval provided to the left of the name of that party. If you cast a straight-party vote for all the nominees of one party and also cast a vote for an opponent of one of that party's nominees, your vote for the opponent will be counted as well as your vote for all the other nominees of the party for which the straight-party vote was cast. Use only the marker provided.</p> <p><b>(NOTA DE INSTRUCCION:</b> Vote por el candidato de su preferencia en cada carrera llenando completamente el espacio ovalado a la izquierda del nombre de ese candidato. Usted podrá votar por todos los candidatos de un solo partido político (es decir, votar por todos los candidatos nombrados del mismo partido político) llenando completamente el espacio ovalado a la izquierda del nombre de dicho partido político. Si usted vota por un solo partido político ("straight-ticket") y también vota por el contrincante de uno de los candidatos de dicho partido político, se computará su voto por el contrincante tanto como su voto por todos los demás candidatos del partido político de su preferencia. Solamente use el marcador provisto.)</p> <hr/> <p><b>Straight Party (Partido Completo)</b></p> <p><input type="radio"/> Democratic (Democrático) (Dem)</p> <p><input type="radio"/> Republican (Republicano) (Rep)</p> <p><input type="radio"/> Libertarian (Libertariano) (Lib)</p> <hr/> <p><b>United States Senator (Senador de los Estados Unidos)</b></p> <p><input type="radio"/> Richard Fisher (Dem)</p> <p><input type="radio"/> Kay Bailey Hutchison (Rep)</p> <p><input type="radio"/> Pierre Bloudeau (Lib)</p> <hr/> <p><b>United States Representative, District 10 (Representante de los Estados Unidos, Distrito Núm. 10)</b></p> <p><input type="radio"/> Lloyd Doggett (Dem)</p> <p><input type="radio"/> Jo Baylor (Rep)</p> <p><input type="radio"/> Jeff Hill (Lib)</p> <p><input type="radio"/> Jeff Davis (Ind)</p> <p><input type="radio"/> Michael L. Brandes (Ind)</p> <hr/> <p><b>Governor (Gobernador)</b></p> <p><input type="radio"/> Ann W. Richards (Dem)</p> <p><input type="radio"/> George W. Bush (Rep)</p> <p><input type="radio"/> Keary Ehlers (Lib)</p> <hr/> <p><b>Lieutenant Governor (Gobernador Teniente)</b></p> <p><input type="radio"/> Bob Bullock (Dem)</p> <p><input type="radio"/> H.J. (Tex) Lezar (Rep)</p>	<p><b>NOVEMBER 8, 1994</b></p> <hr/> <p><b>Attorney General (Procurador General)</b></p> <p><input type="radio"/> Dan Morales (Dem)</p> <p><input type="radio"/> Don Wittig (Rep)</p> <p><input type="radio"/> Vicki Flores (Lib)</p> <hr/> <p><b>Comptroller of Public Accounts (Contralor de Cuentas Públicas)</b></p> <p><input type="radio"/> John Sharp (Dem)</p> <p><input type="radio"/> Teresa Doggett (Rep)</p> <hr/> <p><b>State Treasurer (Tesorero Estatal)</b></p> <p><input type="radio"/> Martha Whitehead (Dem)</p> <p><input type="radio"/> David Hartman (Rep)</p> <hr/> <p><b>Commissioner of the General Land Office (Comisionado de la Oficina General de Terrenos)</b></p> <p><input type="radio"/> Garry Mauro (Dem)</p> <p><input type="radio"/> Marta Graytok (Rep)</p> <p><input type="radio"/> David C. Chow (Lib)</p> <hr/> <p><b>Commissioner of Agriculture (Comisionado de Agricultura)</b></p> <p><input type="radio"/> Marvin Gregory (Dem)</p> <p><input type="radio"/> Rick Perry (Rep)</p> <p><input type="radio"/> Clyde L. Garland (Lib)</p> <hr/> <p><b>Railroad Commissioner (Comisionado de Ferrocarriles)</b></p> <p><input type="radio"/> James E. (Jim) Nugent (Dem)</p> <p><input type="radio"/> Charles R. Mathews (Rep)</p> <p><input type="radio"/> Rick Draheim (Lib)</p> <hr/> <p><b>Railroad Commissioner, Unexpired Term (Comisionado de Ferrocarriles, Duración Restante del Cargo)</b></p> <p><input type="radio"/> Mary Scott Nabers (Dem)</p> <p><input type="radio"/> Carole Keeton Rylander (Rep)</p> <p><input type="radio"/> Buster Crabb (Lib)</p> <hr/> <p><b>Justice, Supreme Court, Place 1 (Juez, Corte Suprema, Lugar Núm. 1)</b></p> <p><input type="radio"/> Raúl A. Gonzalez (Dem)</p> <p><input type="radio"/> John B. Hawley (Lib)</p> <hr/> <p><b>Justice, Supreme Court, Place 2 (Juez, Corte Suprema, Lugar Núm. 2)</b></p> <p><input type="radio"/> Alice Oliver Parrott (Dem)</p> <p><input type="radio"/> Nathan L. Hecht (Rep)</p>	<p><b>(8 de noviembre de 1994)</b></p> <hr/> <p><b>Justice, Supreme Court, Place 3 (Juez, Corte Suprema, Lugar Núm. 3)</b></p> <p><input type="radio"/> Jimmy Carroll (Dem)</p> <p><input type="radio"/> Priscilla Owen (Rep)</p> <hr/> <p><b>Presiding Judge, Court of Criminal Appeals (Juez Presidente, Corte de Apelaciones Criminales)</b></p> <p><input type="radio"/> Mike McCormick (Dem)</p> <hr/> <p><b>Judge, Court of Criminal Appeals, Place 1 (Juez, Corte de Apelaciones Criminales, Lugar Núm. 1)</b></p> <p><input type="radio"/> Charles F. Campbell (Dem)</p> <p><input type="radio"/> Steve Mansfield (Rep)</p> <hr/> <p><b>Judge, Court of Criminal Appeals, Place 2 (Juez, Corte de Apelaciones Criminales, Lugar Núm. 2)</b></p> <p><input type="radio"/> Betty Marshall (Dem)</p> <p><input type="radio"/> Sharon Keller (Rep)</p> <hr/> <p><b>State Senator, District 14 (Senador Estatal, Distrito Núm. 14)</b></p> <p><input type="radio"/> Gonzalo Barrientos (Dem)</p> <p><input type="radio"/> Gary Johnson (Lib)</p> <hr/> <p><b>State Representative, District 47 (Representante Estatal, Distrito Núm. 47)</b></p> <p><input type="radio"/> Susan Combs (Rep)</p> <hr/> <p><b>Justice, 3rd Court of Appeals District, Place 1 (Juez, Corte de Apelaciones, Distrito Núm. 3, Lugar Núm. 1)</b></p> <p><input type="radio"/> Marilyn Aboussle (Dem)</p> <hr/> <p><b>Justice, 3rd Court of Appeals District, Place 2 (Juez, Corte de Apelaciones, Distrito Núm. 3, Lugar Núm. 2)</b></p> <p><input type="radio"/> Woodie Jones (Dem)</p> <hr/> <p><b>Justice, 3rd Court of Appeals District, Place 3 (Juez, Corte de Apelaciones, Distrito Núm. 3, Lugar Núm. 3)</b></p> <p><input type="radio"/> Mack Kidd (Dem)</p> <hr/> <p><b>Justice, 3rd Court of Appeals District, Place 4 (Juez, Corte de Apelaciones, Distrito Núm. 3, Lugar Núm. 4)</b></p> <p><input type="radio"/> Bea Ann Smith (Dem)</p> <hr/> <p><b>District Judge, 147th Judicial District (Juez del Distrito, Distrito Judicial Núm. 147)</b></p> <p><input type="radio"/> Wilford "W" Flowers (Dem)</p>
A	B	C

*Instructions for Electronic Voting  
(Connect the "Arrows")*

**INSTRUCTIONS  
FOR MARKING BALLOT**



**TO VOTE**

**DRAW A LINE  
CONNECTING THE  
HEAD AND TAIL  
OF THE ARROW  
THAT POINTS  
TO YOUR  
CHOICE**

**VOTER,  
MAKE SURE TO CHECK  
YOUR BALLOT FOR ANY  
STRAY MARKS OR SMUDGES.**

**USE ONLY THE SPECIAL PEN OR PENCIL PROVIDED**

**IF YOU MAKE AN ERROR  
PLEASE RETURN YOUR BALLOT TO THE ELECTION OFFICIAL  
AND REQUEST A NEW BALLOT**

**Sample Ballot**

**ANY COUNTY, U.S.A.  
DEMONSTRATION BALLOT**

TO VOTE, COMPLETE THE ARROW(S)   POINTING TO YOUR CHOICE(S), LIKE THIS: 

**STRAIGHT PARTY**

To vote a Straight Party Ticket, complete the arrow pointing to the Party of your choice.  
(Vote for One)

VIRGINIA PARTY 

OHIO PARTY 

OREGON PARTY 

**PRESIDENT & VICE-PRESIDENT**  
(Vote for One Pair)

ZACHARY TAYLOR and

MILLARD FILLMORE 

WM. H. HARRISON and

JOHN TYLER 

JAMES MONROE and

DANIEL D. THOMPKINS 

(WRITE IN, IF ANY) 

**U.S. SENATOR**  
(Vote for One)

EVERETT DIRKSEN 

DOLLY MADISON 

JOHN HANCOCK 

(WRITE IN, IF ANY) 


**STATE OFFICES**

**STATE SENATOR**  
37th DISTRICT  
(Vote for One)

POCAHONTAS 

HENRY FORD 

FRANCIS SCOTT KEY 

(WRITE IN, IF ANY) 

**MEMBER OF STATE LEGISLATURE**  
3rd DISTRICT  
(Vote for One)

SUSAN B. ANTHONY 

MAMIE EISENHOWER 

ELEANOR ROOSEVELT 

(WRITE IN, IF ANY) 

**NONPARTISAN OFFICES**

**BOARD OF EDUCATION**  
(Vote for One)

GEORGE WASHINGTON 

ALBERT EINSTEIN 

THOMAS A. EDISON 

HELEN KELLER 

(WRITE IN, IF ANY) 

**DIRECTOR OF RECREATION**  
(Vote for Two)

TROY AIKMAN 

MICHAEL JORDAN 

NANCY KERRIGAN 

MARY LOU RETTON 

NOLAN RYAN 

CLYDE DREXLER 

EARL CAMPBELL 

(WRITE IN, IF ANY) 

(WRITE IN, IF ANY) 

**Instructions for Voting by Punch Card**

**Step 1** Using both hands, insert the ballot card all the way into the Vote Recorder.

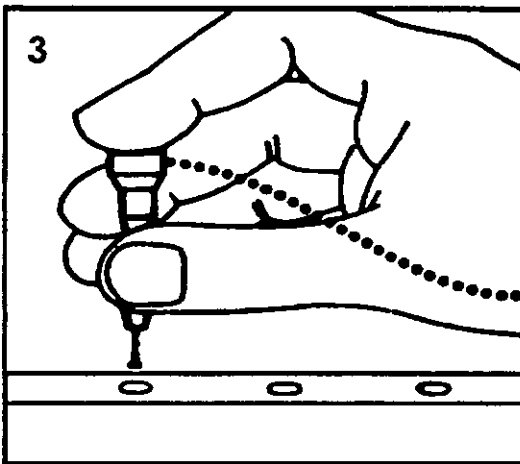
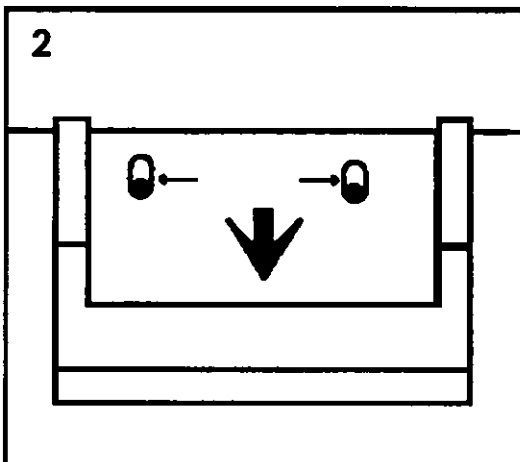
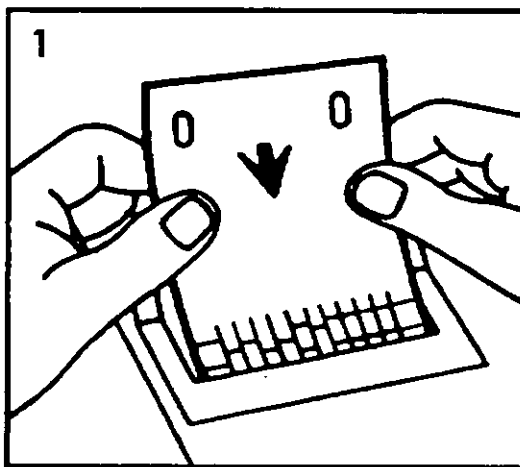
**Step 2** Be sure the two slots in the end of your card fit down **over the two red pins**.

**Step 3** To vote, hold the voting instrument **straight up**. **Punch straight down through** the ballot card for your voting preference. **Do not use pen or pencil.**

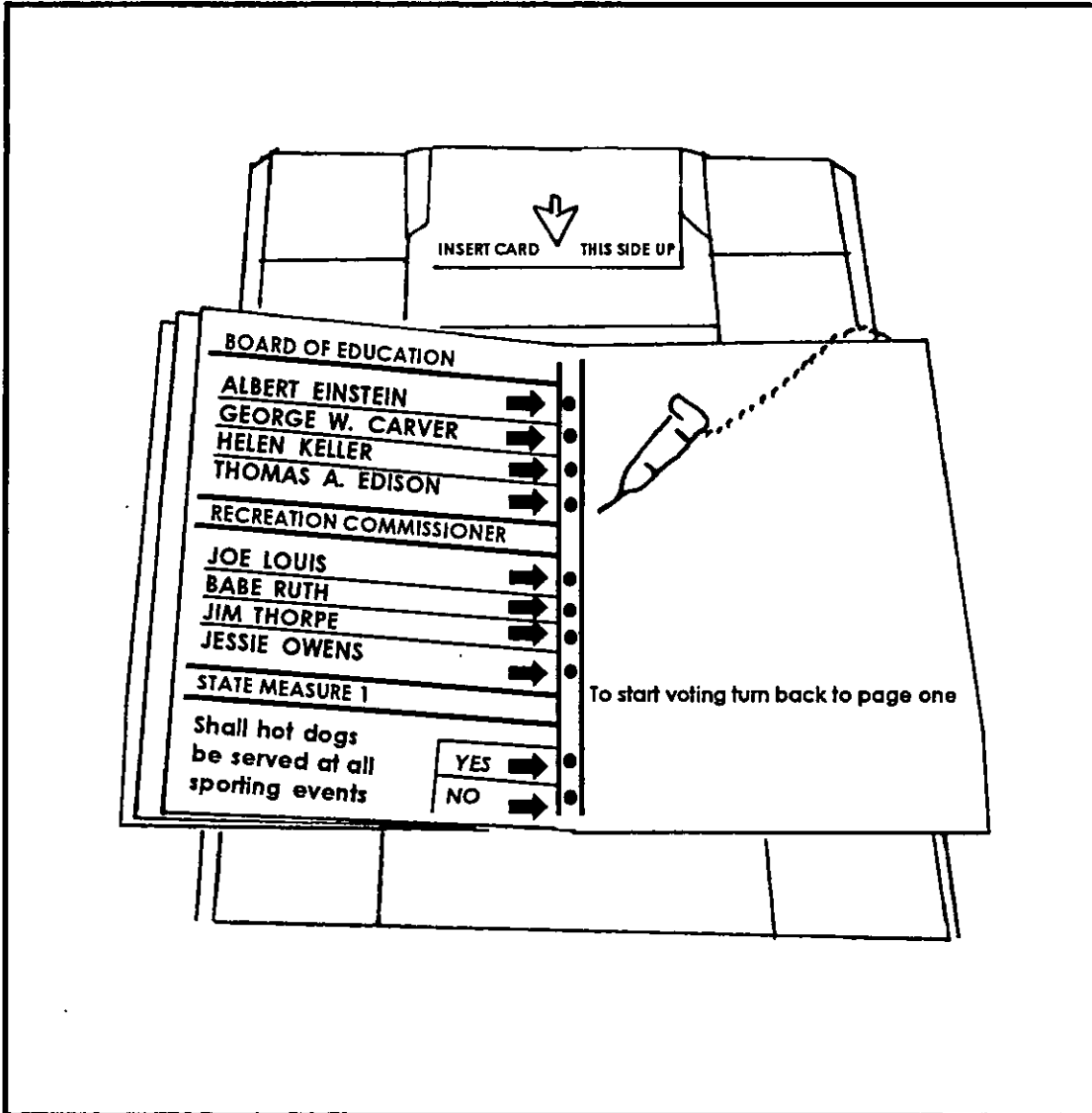
**Step 4** Vote all pages.

**Step 5** After voting, remove the ballot card from the Vote Recorder. Place voted ballot card in the write-in/secretary envelope. The voted ballot card and envelope are then deposited in the ballot box.

**Note:** If you make a mistake return your ballot card and obtain another.

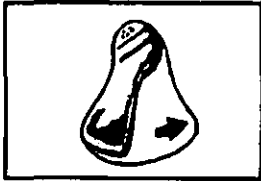


Sample Ballot



**Instructions**

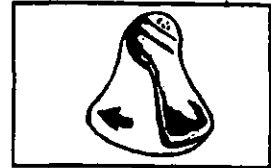
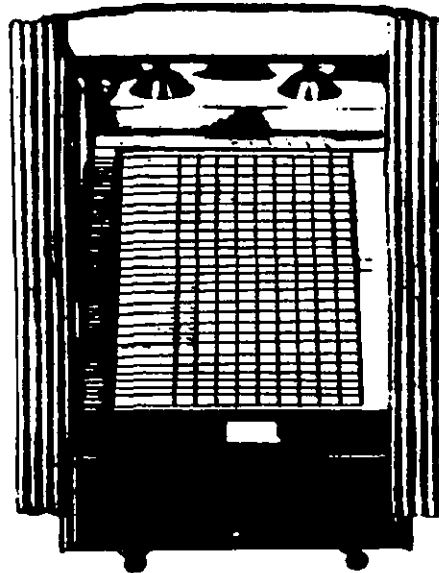
**Here's how to cast your vote with the Shoup Voting Machine**  
*(Instrucciones para votar con la Maquina de Votacion Shoup)*



**1 Enter voting booth:**  
 Turn voting switch (red switch) to the right.  
 (This will close curtain behind you.)

**Entre a la casilla electoral:**

*Voltee la varilla roja de votar a la derecha. (Esto hara que la cortina se cierre.)*

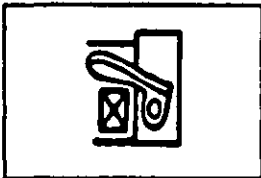


**6 When selection is final:**

Turn the voting switch (red switch) back to the left when you have made your choice. This registers your vote and opens the curtain.

**Cuando termine de votar:**

*Voltee la varilla roja de votar a la izquierda cuando termine con sus selecciones. Esto es lo que registra su voto y abre la cortina.*

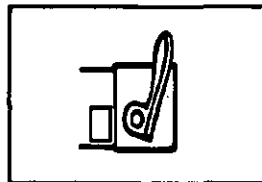


**2 To select candidates:**

Press the voting lever next to the candidate's name of your choice. An "X" will appear opposite to the candidate's name.

**Para seleccionar sus candidatos:**

*Esfuerze la varilla en seguida de los nombres de sus candidatos preferidos para declarar su voto. Como prueba de su voto, una "X" aparecera al lado opuesto del nombre de cada candidato por quien esta votando.*



**3 If you wish to change your mind:**

Move the voting lever back to its upright position until the "X" disappears. You may then select another candidate.

**Si desea cambiar su voto:**

*Mueva la varilla a su posicion original hasta que la "X" se desparese y entonces puede seleccionar otro candidato.*

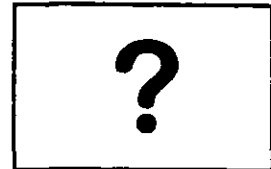


**4 Leave "X" marks showing:**

Once you select the candidate of your choice, DO NOT remove the "X." The machine will automatically remove it when it registers your vote. (See #6.)

**Deje las marcas "X" expuestas:**

*Cuando usted haya seleccionado los candidatos preferidos, NO quite la "X." La maquina automaticamente las quita cuando registra su voto. (Explicacion en #6)*



**5 If you have a question:**

DO NOT turn the red switch. Just pull the curtain apart to call an election official.

**Si acaso tiene una pregunta:**

*NO regrese la varilla roja. Solamente abra la cortina y llame al oficial de eleccion.*

## **To Cast a Write-in Ballot (Para Agregar Votos Por Escrito)**

**Step 1:** Slide the release latch to the right (red arrows point to latch located between rows 13 & 14), then slide the write-in slot cover also to the right. CAUTION: Once latch is moved, it automatically locks and then you HAVE to vote by write-in ballot. *(Mueva la palanca hacia a la derecha y tambien mueva la cubierta de votos hacia a la derecha. Dos flechas rojas apuntan a la palanca que se encuentra entre las filas 13 y 14. IMPORTANTE: La palanca se cierra automaticamente cuando se mueve hacia a la derecha y NO se puede regresar. Tiene entonces que votar por escrito.)*

**Step 2:** Write the name of the candidate of your choice on the small white paper exposed by the slide. NOTE: Only "declared" candidates will be counted. *(Escriba el nombre del candidato de su preferencia en el papel blanco que fue expuesto cuando se movio la cubierta de votos. ATENCION: Solamente los candidatos que se han "declarado" seran tabulados.)*

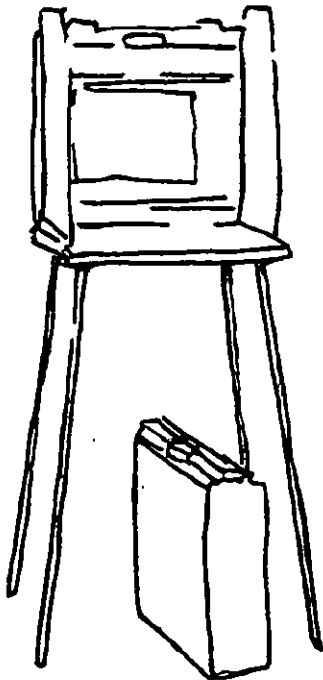
**Step 3:** Leave the slide(s) open with the written name showing when you leave the booth. The machine will return the slide cover to the closed position when you turn the voting switch to open the curtain. *(Al salir de la casilla electoral, deje la cubierta(s) de votos abierta con el nombre de su candidato preferido expuesto. La maquina automaticamente cierra la cubierta(s) cuando se voltea la varilla roja a la izquierda.)*

**Step 4:** IMPORTANT: You CANNOT vote for more than one candidate per office. *(IMPORTANTE: Puede votar por escrito por solo UN candidato para cada puesto.)*



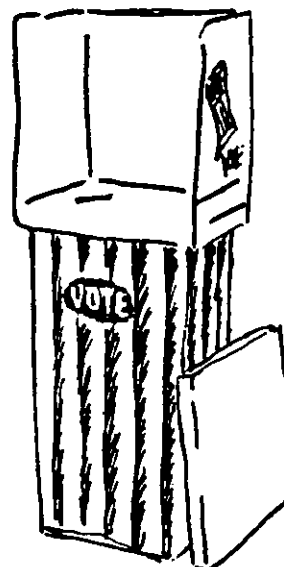
## Voting Booths

There are many kinds of voting booths used in Texas. The following are examples of booths you might see at your polling place. Keep in mind that "official" voting booths such as these are not necessary, as long as the booths provide voters privacy while voting. Voting booths must meet the regulatory specifications for voting booths, or have been approved for use by the Secretary of State.



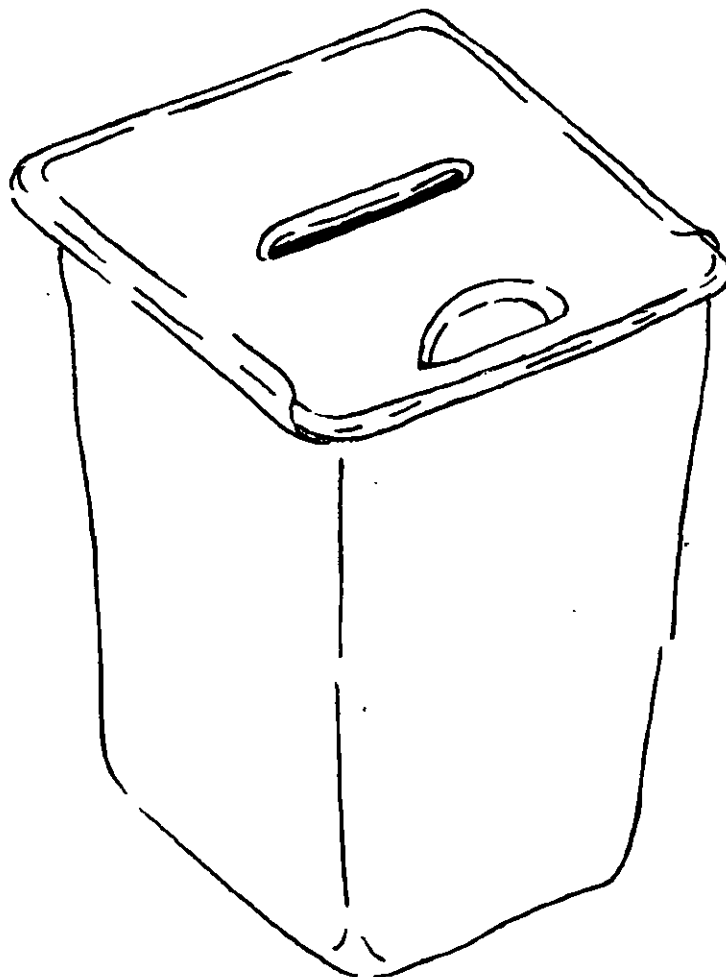
This polyethylene voting booth is designed for both optical scan and paper ballots, and collapses to form its own storage case. **Note:** There is a handicapped adapter kit available which converts the self-contained booths to comply with the Federal "Voting Accessibility for the Elderly and Handicapped Act," thereby eliminating the need for additional booths.

Constructed of corrugated board, this voting booth is light weight, inexpensive, and folds down to create its own carrying case.



### **Ballot Boxes**

Below is an example of a ballot box used for elections. No matter what type of box is used, it should have a wide slot located at one end of the box for ballot deposits, and should always remain locked during the course of an election to ensure security of the ballots. Typically four ballot boxes are used. One box is locked and placed in an area established for depositing voted ballots. The remaining boxes are kept in a secure place in view of the election officials. These boxes are replacements for the ballot boxes being used for the deposit of voted ballots. Each box containing voted ballots that is not being used must be sealed so that no additional ballots can be inserted into the box, and the seal must be signed by the presiding judge, an election clerk, and two watchers of opposing interest (if present).



## Early Voting in Texas

### Early Voting in Texas

In Texas, voters may choose between two kinds of early voting:

1. early voting by personal appearance; and,
2. early voting by mail (**Attachment 1**).

Voting early in person is now basically the same as voting on election day; any registered voter can walk in and vote.

To vote early by mail, a voter must state one of several legal reasons.

If you are a registered voter, you may vote early by mail if:

- you will be absent from your county on election day and during the period to vote early in person;
- you are disabled;
- you are 65 years of age or older on election day; or,
- you are confined in jail.

To vote early by personal appearance, you must vote in person at the main early voting polling place or at any other designated early voting branch location during regular hours.

If you are eligible to vote early by mail, you must submit an application for a ballot to the early voting clerk:

- on or after the 60th day before election day; and,
- before the close of business on the 7th day before election day.

Applications for a ballot by mail are available from the early voting clerk (county clerk's office) or the Secretary of State's office 1-800-252-VOTE (8683).

To submit an application by mail you must:

- send your application by regular mail or by common or contract carrier;
- you may submit the application by FAX if you are outside the county and if a FAX machine is available at the early voting clerk's office.

Exception: If you are voting early because of expected absence, you may apply in person for a ballot by mail before the first day of early voting by personal appearance (usually the 20th day before the election).

The marked ballot must be returned to the early voting clerk before 7 p.m. on election day, and must be returned by mail or by common carrier.

You may find answers to question about places and hours for early voting by contacting the early voting clerk's office or the administrative offices of the political subdivision conducting the election.

For further information about early voting, contact the Elections Division of the Office of the Secretary of State at 1-800-252-VOTE (8683).

Five Steps of Early Voting by Mail



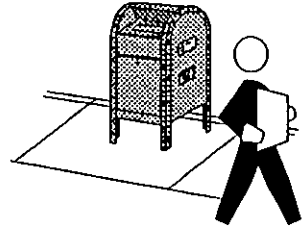
1

pick up application form from County Clerk's office or the Secretary of State's office



2

submit an application by regular mail or common contract carrier (or by fax if you are out of the county and if fax is available)



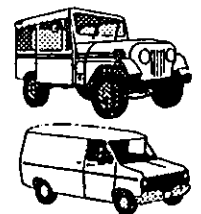
3

receive ballot from early voting clerk by mail



4

mark ballot



7:00 p.m. ELECTION DAY

5

return ballot by mail or common contract carrier no later than 7p.m. on election day

## Mock Election

### Major Idea

This section will provide the students familiarity with the procedures for registering to vote, voting, and election day procedures. \*This activity is adaptable to any grade level or course. The exercise has been modified to meet specific needs and to target particular age groups. For example, in May of 1994, the Office of the Secretary of State teamed up with Reading is FUNdamental (RIF), to conduct a mock election for fifth graders using the Project V.O.T.E. guidelines (see **Attachment 8** for details). The following list is a sample of related essential elements.

### Learning Objectives

Students will:

1. conduct a voter registration drive
2. "register" to vote
3. learn how to prepare the polling place
4. learn procedures for casting a ballot
5. conduct a mock election, including the counting of ballots

### Social Studies Essential Elements

\*{see note above}

Grade 5: 1C, 1D, 4C.

Grade 8, United States History and Citizenship: 5I, 7B, 7C, 7D, 7E, 7F, 7H, 7I, 7J, 7K.

High School, United States Government: 4D, 5C, 6B, 6C, 6D, 6F, 6G, 6H, 6I.

### Materials Needed

Attachment 1: Combination Form

Attachment 2: Ballots

Attachment 3: Voter Registration Certificates

Attachment 4: Election Notice

Attachment 5: Tally Sheet

Attachment 6: Distance Marker

Attachment 7: Instructions for Casting a Paper Ballot

Attachment 8: Reading is FUNdamental Mock Election

Voting booths (anything used to separate the voters while they vote)

Ballot box (used to store the ballots)

General office supplies (pens, paper, etc...)

"Voted" stamp or highlighter to mark voters name on list of registered voters

List of students registered to vote

## Vocabulary

voting booth  
combination form

list of registered voters  
tally sheet

ballot  
voter intent

## Pre-Election Activities

1. Develop criteria for students that are eligible to register to vote. The criteria should parallel Texas requirements so that the students are familiar with the parameters for voting. These can include an appropriate age requirement for your grade(s), and a residency element such as a member of the class for 30 days.
2. Establish the last day to register to vote. Remember that you will need to create a **list of registered voters** from those eligible students registering to vote. Account for the time it will take you to compile this list when establishing the last day to register to vote. (The state of Texas requires that a person must register 30 days before an election.)
3. Begin the mock election process by announcing the election and posting the "election notice" (**Attachment 4**) on the door of the classroom or in an appropriate place. The subject of this election should be anything appropriate for this grade level.
4. Ask students to serve as "Volunteer Deputy Registrars" for your class. These students will be responsible for registering as many students as possible in the appropriate class. Ask students to compile a list of reasons the students did not want to register. Have students complete voter registration applications in order to be eligible to vote.
5. Prepare a list of registered students for the election. This list should be prepared after your voter registration deadline.
6. Recruit students to work on election day. Students serving as election judges and clerks will prepare the polling place, qualify voters, and count ballots.

## Specific Procedures

For:

### Volunteer Deputy Registrar

1. Appoint several students to act as Volunteer Deputy Registrars.
2. Give "VDR" students blank voter registration certificates on colored paper. These cards should be filled out with appropriate information and given to the students to present on election day (**Attachment 3**).
3. Make sure "VDR's" keep a list of students they register until they turn these names in to you for compilation of a **list of registered voters**.
4. The "VDR" should verify that the voter registration card is filled out completely.

### Conducting a Voter Registration Drive

The following are some steps you can take to encourage your students to register.

1. Post flyers in and around your school, classrooms, etc.
2. Mention the drive during morning announcements and at assemblies.
3. Distribute voter registration cards throughout your school.
4. Have a slogan contest to encourage registration.
5. Choose a teacher to be a coordinator for the school or grade level.
6. Set some goals for the number of students you want to register, possibly have a large chart to color in as the number grows.
7. Have a logo contest. Give a prize or an award to the student(s) that designs the best logo.
8. Have a "red, white, and blue" lunch day where all desserts are patriotic colors.
9. Have students wear red, white, and blue, or have a student dress up like Uncle Sam.
10. Ask the band to play patriotic, All-American music during your "voter registration rally."

# The Voting Process: Step-By-Step

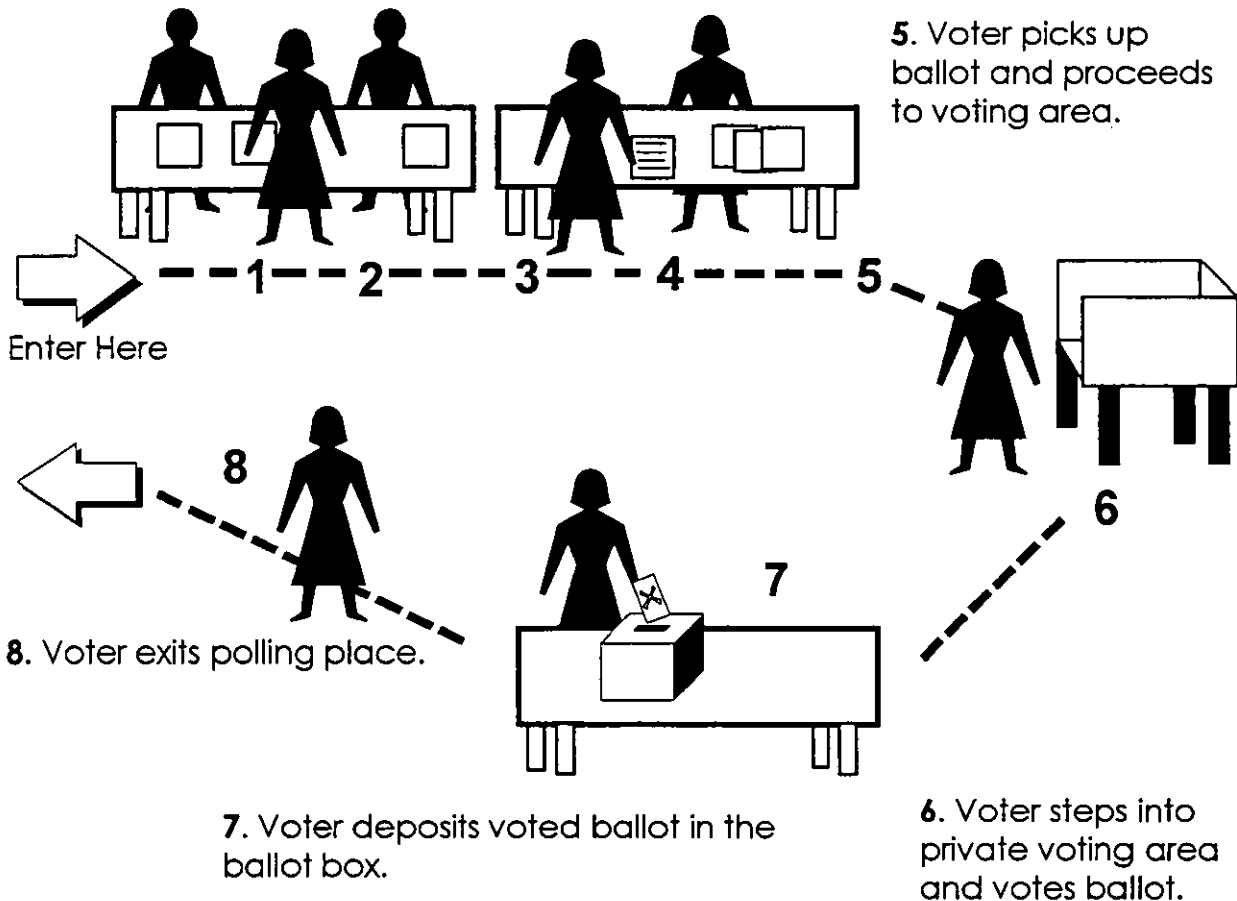
1. Election Official asks for voter registration certificate and checks list of registered voters to make sure voter is on list.

2. Election official stamps "voted" next to voter's name on list of registered voters.

3. Voter signs signature roster or combination form.

4. Election official enters voter's name on poll list.

5. Voter picks up ballot and proceeds to voting area.





# Preparing the Polling Place

## Preparing the Polling Place

Use the information below as a checklist in order to prepare your polling place for your mock election.

- **The presiding judge administers the election officials' oath to himself or herself and to the clerks.**

*"I swear (or affirm) that I will not in any manner request or seek to persuade or induce any voter to vote for or against any candidate or measure to be voted on, and that I will faithfully perform my duty as an officer of the election and guard the purity of the election."*

- **The judge reviews a work schedule and assignments with the clerks.**
  - The list of registered voters must be prepared by the election judge before voting begins on election day (use student roster).
- **Physically arrange the polling place.**
  - Place table(s) and chairs near the entrance to the polling place for the clerks who will be accepting the voters.
  - Establish a voting area.
  - Voting booths that provide voters privacy while voting must be provided at all polling places (adult voting booths must meet regulatory specifications for voting booths or have been approved for use by the Secretary of State).
  - Arrange the voting booths in such a way that they are in view of the election officials, watchers, and persons waiting to vote but are separated from voters who are waiting to vote. Prevent access to the voting area through any entrance other than the one designated.
  - Place instruction cards in each voting booth (**Attachment 7**).
  - Place non-erasable markers in each voting booth where voters will be preparing their ballots.
  - Establish an area convenient to the voting booths, in view of election officials, for placement of the ballot box in which voters will deposit their voted ballots.
- **Establish an area for counting voted ballots.**
  - This area should be in a separate room from the voting area, or removed from the voting area as much as possible, so that individuals counting ballots cannot be heard nor the voted ballots seen by voters.
- **Place the following election forms and supplies on each table:**
  - list of registered voters (student roster)
  - combination form (**Attachment 1**)
  - the "voted" stamp and stamp pad for stamping the list of registered voters (While it is not necessary that the election officers use a stamp pad and voted stamp, they must make a notation on the list of registered voters that a person has voted.)
  - official ballots (An election officer must disarrange a supply of ballots, all face down, so that they are in random numerical order (**Attachment 2**).
  - register of spoiled ballots
- **Post sample ballots and Distance Markers.**
  - Post sample ballots, if available, in easily observed locations within the polling place.

- Post markers 100 feet in each direction from all entrances through which voters may enter the building in which the polling place is located (**Attachment 6**).
- A notice of the number of voters who have voted must be posted at an outside door to the polling place every two hours, beginning at 9:30 a.m.
- **Open and inspect the ballot box (es).**
  - Make sure that each ballot box is empty.
  - Each ballot box should have a working lock and a key that opens the lock.
- **Prepare the official ballots.**
  - Record the total number of ballots received.
  - Inspect the official ballots to see that they are properly printed and numbered.
  - Place the presiding judge's full name on the back of each ballot. (Ballots may be signed or stamped as needed throughout the day.)
  - Mix the signed or stamped ballots so that they are not in numerical order.
  - Place the mixed ballots face down on the acceptance table.

### Election Procedures

1. Open the doors to the polling place and begin accepting voters.
2. An election official at the first table should ask the voter to present a voter registration certificate.
3. The election official checks the list of registered voters to see if the voter's name appears on the list.
- 4a. If the voter's name does appear on the list, mark or stamp "Voted" on the list of registered voters.
- 4b. If the voter's name does **not** appear on the list of registered voters, have the voter fill out the applicable boxes on the combination form.
- 5a. Have the voter sign the combination form in the correct place (**Attachment 1**).
- 5b. If the voter is unable to sign the form, the election judge may write the name in for the voter.
6. Return the registration certificate to the voter.
7. Have the voter pick up a ballot and proceed to the voting area.

### Persons allowed in the polling place

1. Election judge and clerks.
2. Person admitted by presiding judge to preserve order (teacher, principal, etc...).
3. Persons admitted to vote (approved mock election students).
4. Children under 18 accompanied by their parent.
5. Poll watchers.
6. Interpreters.
7. State election inspectors.
8. Persons accompanying disabled voters.

## Casting the ballot

1. If the voter makes a mistake on the **ballot**, the voter may take this **ballot** to the election judge and trade the spoiled **ballot** for a fresh **ballot**.
2. After the voter has voted the **ballot**, the voter places the **ballot** in the ballot box.

## Counting the ballots

1. A tally list should be completely filled out, and should include the following information:
  - names and offices of candidates;
  - date;
  - precinct number;
  - type of election;
  - name of presiding judge; and
  - signature of the person keeping the tally sheet (**Attachment 5**).No marks should be made on any ballot by an election official, except that if a ballot is not counted, an election officer must indicate on the back of the ballot the reason for not counting the ballot.
2. After the election is over, the judge should remove all **ballots** from the ballot box.
3. The judge should read each **ballot** in a distinct voice.
4. If the **voter's intent** can be determined, the **ballot** should be counted. (For example, if a voter circles a candidate's name instead of marking an "X" in the candidate's square, the Judge has enough information to determine the voter's choice.)
5. As each vote is read, a tally should be put beside the corresponding name or measure on your **tally list**.
6. **Tally lists** should be compared often to remedy mistakes or incorrect counts.

*For specific procedures and more information on conducting an election, please refer to the Handbook for Election Judges and Clerks published by the Office of the Secretary of State.*

## Other Suggestions

Other suggestions for mock activities can be found in the Handbook of Strategies. The Supreme Court Conference activity provides an opportunity for students to understand how the opinion process works on the appellate level (**Handbook of Strategies, Strategy No. 30**). A moot court simulation provides an incentive for students to develop issues and arguments in a case study (**Handbook of Strategies, Strategy No. 29**). Both activities focus on an actual case study which is outlined in the Case Method Approach (**Handbook of Strategies, Strategy No. 19**).

**Project V.O.T.E. Combination Form  
(Listas Combinadas de Proyecto: V.O.T.E.)**

Type of Election (Tipo de Eleccion)	Precinct Number (Numero de Precinto)
Date of Election (Fecha de la Eleccion)	Authority Conducting Election (Autoridad Administrando la Eleccion)

Number (Nombre)	Signature of Voter (Firma del Votante)	Number (Nombre)	Grade (Grado)	Name of School (Nombre de Escuela)	School District (Distrito Escuela)	Name of Voter (Poll List) (Nombre del Votante) (Lista de Votantes)	Number (Nombre)
15		15					15
14		14					14
13		13					13
12		12					12
11		11					11
10		10					10
9		9					9
8		8					8
7		7					7
6		6					6
5		5					5
4		4					4
3		3					3
2		2					2
1		1					1
Number (Nombre)	Signature of Voter (Firma Usted Abajo)	Number (Nombre)	Grade (Grado)	Name of School (Nombre de Escuela)	School District (Distrito Escuela)	Name of Voter (Poll List) (Nombre del Votante) (Lista de Votantes)	Number (Nombre)

Enhancements/GT-33

Attachment 1

**Project V.O.T.E.  
(Proyecto V.O.T.E.)  
Official Ballot  
(Boleta Oficial)**

Instructions: Place a mark in the box beside the candidate or party that you wish to vote for. (Marque el cuadro al lado del candidato o partido para indicar la manera en que quiere votar.)

<b>Republicans Republicanos</b>	<b>Democrats Demócratas</b>
<input type="checkbox"/> <i>Straight Party Partido Completo</i>	<input type="checkbox"/> <i>Straight Party Partido Completo</i>
<b>U.S. President &amp; Vice President Presidente &amp; Vice-Presidente</b>	<b>U.S. President &amp; Vice President Presidente &amp; Vice-Presidente</b>
<input type="checkbox"/> <i>John Green Jane Brown</i>	<input type="checkbox"/> <i>Joe Jackson Paul Cortez</i>
<b>U.S. Senator Senador</b>	<b>U.S. Senator Senador</b>
<input type="checkbox"/> <i>Fred Smith</i>	<input type="checkbox"/> <i>Phillip Hutchinson</i>
<b>U.S. Representative, Dist. 39 Representante, Distrito 39</b>	<b>U.S. Representative, Dist. 39 Representante, Distrito 39</b>
<input type="checkbox"/> <i>Barbara Mendez</i>	<input type="checkbox"/> <i>Madeline Bailey</i>
<b>State Supreme Court, Place 2 Corte Suprema, Lugar 2</b>	<b>State Supreme Court, Place 2 Corte Suprema, Lugar 2</b>
<input type="checkbox"/> <i>Joan Baldwin</i>	<input type="checkbox"/> <i>Alec Harris</i>
<b>Railroad Commissioner Comisionado de Ferrocarriles</b>	<b>Railroad Commissioner Comisionado de Ferrocarriles</b>
<input type="checkbox"/> <i>Casey Jones</i>	<input type="checkbox"/> <i>Kevin Connor</i>

**Voter Registration Certificates**

Duplicate the following certificates for students to complete after they have registered to vote.

**Return Address**

Voter Registrar  
County  
Address  
City, TX Zip

**DO NOT FORWARD**

The Precinct Number may be different due to boundary line changes  
(Debido a cambios en los limites el numero del precinto electoral puede haber cambiado.)

---

Voter Registrar Phone Number

Secretary of State's Office  
Elections Division  
1-800-252-VOTE

VOTER REGISTRATION CERTIFICATE  
(Certificado de Registro Electoral)  
County (Condado)

Cert. No. (Num. de Cert.)	Sex (Sexo)	Valid from (Valido desde)
Date of Birth (Fecha de Nacimiento)	Prec. No. (Pct. Num.)	thru (hasta)

Name and mailing address  
(Nombre y direccion de correo)

**X**  
VOTER MUST PERSONALLY SIGN HIS/HER NAME IMMEDIATELY UPON RECEIPT, IF ABLE.  
(El votante debe firmar esta tarjeta personalmente al punto de recibirla, si puede.)

**Return Address**

Voter Registrar  
County  
Address  
City, TX Zip

**DO NOT FORWARD**

The Precinct Number may be different due to boundary line changes  
(Debido a cambios en los limites el numero del precinto electoral puede haber cambiado.)

---

Voter Registrar Phone Number

Secretary of State's Office  
Elections Division  
1-800-252-VOTE

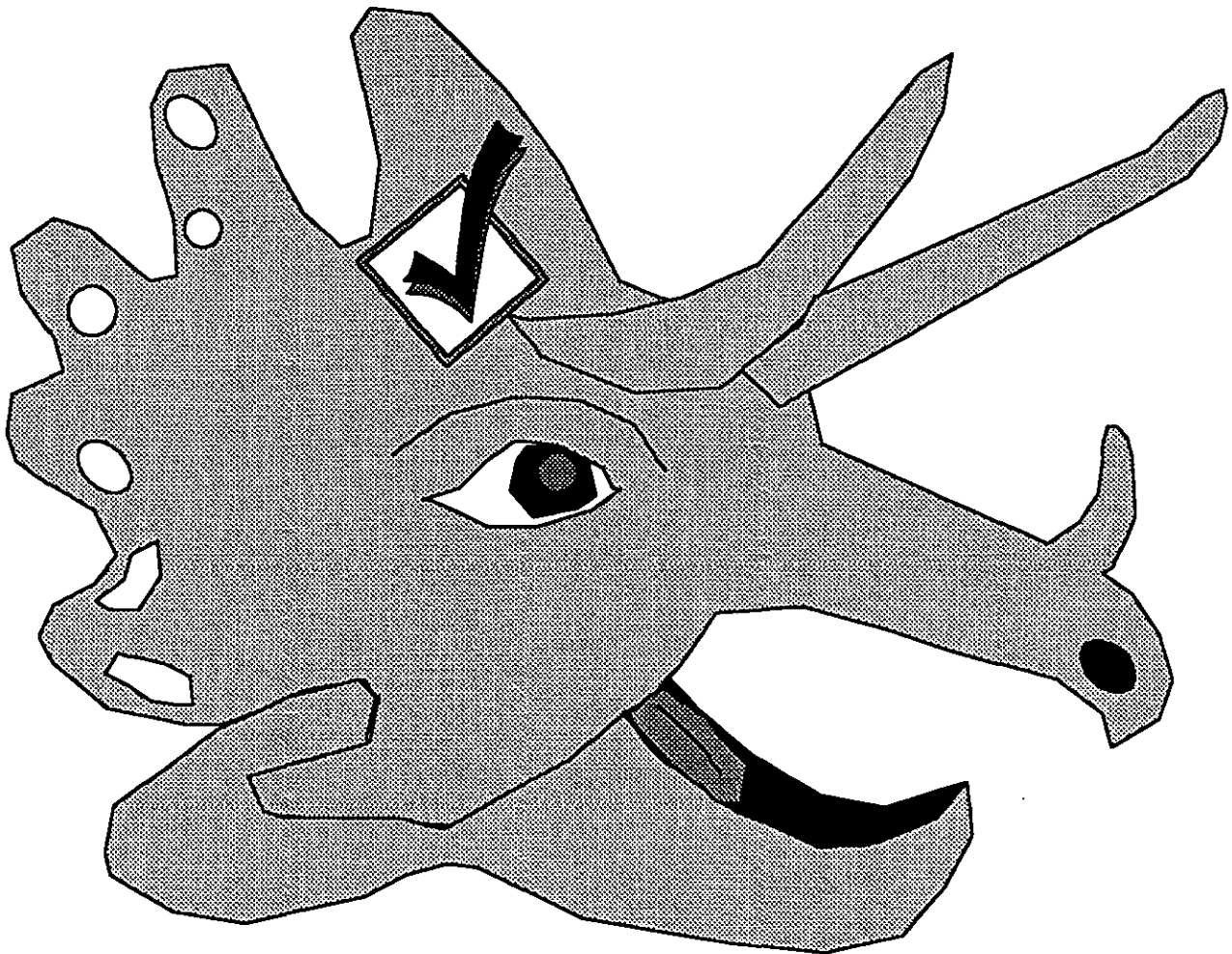
VOTER REGISTRATION CERTIFICATE  
(Certificado de Registro Electoral)  
County (Condado)

Cert. No. (Num. de Cert.)	Sex (Sexo)	Valid from (Valido desde)
Date of Birth (Fecha de Nacimiento)	Prec. No. (Pct. Num.)	thru (hasta)

Name and mailing address  
(Nombre y direccion de correo)

**X**  
VOTER MUST PERSONALLY SIGN HIS/HER NAME IMMEDIATELY UPON RECEIPT, IF ABLE.  
(El votante debe firmar esta tarjeta personalmente al punto de recibirla, si puede.)

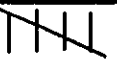
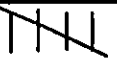



**PROJECT V.O.T.E.  
(Proyecto V.O.T.E.)  
Official Polling Place  
(Sitio De Votacion Oficial)**



**Students May Vote Here  
(Los Estudiantes Puede Votar Aqui)**

PLACE FIVE TALLIES IN EACH SQUARE.  
 EXAMPLE:

**TALLY SHEET**

Candidate 1 or Proposition				Precinct Number:	Type of Election:
Candidate 2 or Proposition				Date of Election:	Name of Presiding Judge:

NAME OF CANDIDATES OR PROPOSITIONS									TOTAL

Enhancements/61-37

Tally Sheet

See reverse side for instructions

I hereby certify that the above is a true and correct tally sheet kept by me for the above described election.

\_\_\_\_\_ Signature of person who kept sheet






**Tally Sheet Instructions**

1. Each tally sheet must have:  
 name of candidate or proposition  
 date of election  
 precinct number  
 type of election  
 name of presiding judge  
 signature of person keeping the tally sheet
2. When counting, one person should call out the vote indicated on the ballot, while the other person records the vote tally.
3. Record all write-in votes on the tally sheet following the same tallying procedure used for those candidates or propositions listed on the ballot.

**EXAMPLE**

Place five tallies in each square.

<b>Candidate 1</b>			
<b>Candidate 2</b>			

4. On completing the count, each counting officer computes the total number of votes cast for each candidate or proposition and enters the totals on the tally sheet.

*Distance Marker*

**NOTE TO ELECTION OFFICIAL:**  
Post this sign 100 feet from the entrance of the polling place.

**DISTANCE MARKER**

**NO ELECTIONEERING OR LOITERING**

**BETWEEN THIS POINT AND THE**

**ENTRANCE TO THE POLLING PLACE**

---

It is unlawful for any person to do any electioneering or loitering, while the polls are open, within 100 feet of the entrance to the polling place. Any person who violates this provision is guilty of a Class C misdemeanor.

## ***Instructions For Casting a Paper Ballot***

If you feel that you do not understand how to vote by paper ballot after reading the following instructions, an election official will give you further explanation.

### **VOTING FOR CANDIDATES OR PROPOSITIONS**

1. Mark your ballot by placing an "X" in the square to the left of the name of the candidate or proposition you wish to vote for.
2. You may vote for one candidate or proposition, by placing an "X" in the square to the left of the candidate's or proposition's name.

If you vote for more than one candidate or proposition, your ballot will not be counted, as that is considered an over vote.

### **WRITE-IN VOTING**

To vote for a candidate or proposition that is not on the ballot, you may write the name of the candidate or proposition of your choice in that space.

### **REPLACING A SPOILED BALLOT**

If you make a mistake or damage your ballot, return it to an election official and get another ballot. You may not receive more than three ballots.

### **DEPOSITING THE BALLOT**

Fold your ballot so that no one can see how you voted and deposit it in the ballot box.

## ***Reading is FUNdamental Mock Election***

Participating RIF schools were contacted and invited to participate in a mock election. The activity was offered to fifth graders at all 33 elementary schools in the Austin Independent School District. The goal was to promote voter participation and encourage reading by allowing students to vote for their favorite RIF book. Of the 33 eligible schools, 14 participated in the mock election.

The first step in the preparation for the mock election was a voter registration drive. A deadline for registering to vote was determined; ten days before the mock election. Representatives from the Secretary of State's Office delivered to each of the schools a month in advance, a ballot box, voter registration applications, registration certificates (**Attachment 3**) and posters urging fifth graders to register to vote.

Sponsors for the schools were encouraged to display the posters in a busy area to motivate students to participate in the election process. Students completed an actual application and received a certificate to present at the polling place. We suggested that only students who registered to vote be allowed to cast a ballot on election day.

An election school was conducted by the Secretary of State's Office prior to the mock election to teach the sponsors basic procedures for preparing the polling place, qualifying voters, counting the ballots and closing the polling place. Each sponsor received a packet which included a sample ballot, plenty of official ballots, a sample voter registration certificate, a Handbook for Election Judges and Clerks Using Paper Ballots, "I Voted" stickers, a "voted" rubber stamp, ink pad and all of the necessary forms needed for conducting the election (**Attachments 1, 2, 4, 5, 6, & 7**). In addition, each school was provided with two voting booths.

In conjunction with the mock election, students participated in a ballot box and voting booth decorating contest. One entry per fifth grade class was accepted, and students determined how to decorate the booths and boxes. Most of the entries were decorated with construction paper, markers and pictures from magazines, and many represented a voting theme. The winning ballot box and voting booth were selected by a panel of judges on originality, how the ideas were expressed, visual concept of the design, effort and involvement. Contest winners were spotlighted in the Project V.O.T.E. newsletter and were presented with certificates by the Secretary of State at the Capitol.

Students served as election officials and actually conducted the mock election. The majority of the sponsors performed the duties of an election judge and allowed students to act as clerks. A volunteer from either the Office of the Secretary of State, the Project V.O.T.E. General Task Force, or RIF was present at each school to observe, answer questions and assist with the mock election.

Each school was responsible for preparing a "voter registration list" from their student roster to ensure the eligibility of voters. Students showed their voter registra-

tion certificates, were located on the voter registration list, and signed the combination form. Each student was allowed to select their own ballot and was then directed to a voting station. Six books were on the ballot and students were offered a "write-in" option.

After the polls were closed, the election team members tallied the votes. The Office of the Secretary of State served as the "central count" and notified each school after the winning book was determined.

# The Role of Political Parties

## Major Idea

Informed citizens should understand the development of the American political party system.

## Learning Objectives

Students will:

1. define the following terms: political party, third party, primary, national convention, and write-in candidate
2. list the major functions of a political party
3. identify the two major political parties in the United States and
  - a. identify the symbols associated with each party
  - b. list the platform each party supports
4. name the minor U.S. political parties and describe the platforms they support

## Social Studies Essential Elements

Grade 8, United States History: 5F, 6A, 6C, 7F, 7I.

High School, United States History: 5A, 5C, 6A, 6C.

High School, United States Government: 2E, 4B, 5A, 5B, 6B, 7F, 7H, 7I.

## Materials Needed

Attachment 1: Traditional Party Functions in American Government

Attachment 2: Reasons for a Vigorous Two-Party System

Attachment 3: Why the Donkey? Why the Elephant?

Attachment 4: Political Parties in Texas

Attachment 5: Major Party Platforms

Attachment 6: Minor Party Platforms

## Vocabulary

political party

primary

national convention

third party

write-in candidate

## Teaching Strategies

1. Direct students in a discussion and written definition exercise of the American political party system. The discussion should include the following terms: political party, third party, write-in candidate, primary, and national convention.
2. Divide the class into groups of 4-5 students. Assign each group one of the seven political party functions (**Attachment 1**). Have each group prepare a report or informative speech explaining the importance of the assigned political party function in American government. The student groups may also prepare a report or informative speech on governments who are striving to obtain democracy and list those government's political parties and the functions their political parties serve (**Attachment 4**).
3. Have students read *Why the Donkey? Why the Elephant?* (**Attachment 3**) and then lead a class discussion on one or more of the following:  
Do you feel the donkey and elephant are adequate portrayals of their respective political parties? Why?  
Do you feel the symbols are outdated and need to be modernized? If so, what type of image would you want to portray?  
If you were to create a new symbol or slogan to represent one of the political parties, what would it be and why? List both the negative and positive associations of your symbol or slogan.
4. Discuss who is eligible to run for public office and the role political parties play in both the selection of a candidate and the campaign.
5. Ask students what specific contributions have been made by our two-party system to the political process and to the governance of America (**Attachment 2**). Do they feel the contributions made have had a positive or negative effect on our political process, and why?
6. Have students prepare a report or speech discussing a minor political party. Included in the report should be the political party's platform, the presidential and vice-presidential candidates from the last presidential election, the number of state ballots the party was on in the last presidential election, the party chair, the method used to nominate the party candidates (by convention or by the primary election method), the party platform, and information on why and how the party was formed (**Attachments 5, 6**).

## ***Traditional Party Functions in American Government***

### ***1. The moderation of social conflict through the promotion of political consensus.***

A competitive, two-party system provides the mechanism through which majority rule can be achieved-and majority rule, it will be remembered, remains an important operative ideal of the modern democratic state.

By definition, the winners in two-party contests have garnered the support of at least a simple majority (fifty percent plus one).

In contrast, a multi-party system can, and does, produce office holders who enjoy the support of as few as twenty to thirty percent of the voters (or less). The sad story of post World War II France, with its shaky and short-lived coalition governments, demonstrates all too vividly the political instability a multi-party system can create.

### ***2. The formulation of public policy.***

This function is accomplished in several ways. First, parties present policy preferences and spell out intended programs through platforms and candidate pronouncements (presidential, gubernatorial, mayoral, etc.) during political campaigns. Second, the winning party continues to expand and modify its programs throughout the life of the administration. Third, the party out of power monitors and criticizes administration programs and suggests alternatives to them.

In competitive, two-party systems, a major organizational objective is the development of voter confidence and support. For that simple and basic reason their policy pronouncements and governmental programs exhibit a keen sensitivity to ever changing public policy preferences.

Only by the constant creation of innovative and workable responses to the major issues of the day can a party hope to retain public support at the ballot box.

Non-competitive, one-party states, on the other hand, reflect mainly the somewhat narrow views of the entrenched party oligarchy who are generally no more responsive to the shifting moods and changing needs of the body politic than are leaders in multi-party states whose political programs are more often than not wed to abstract ideological positions which are frequently compromise resistant.

### ***3. The recruitment of political and governmental leadership.***

Although the formal nomination of party candidates is the most obvious function of political parties, the less visible aspects of that responsibility have been extremely important in years past. Persuading competent and proven community leaders to run for political office, differentiating acceptable from non-acceptable self-announced candidates, and securing appropriate personnel for high-level



government appointments have all been accomplished through party "screening" procedures at the local, state, and national levels of government.

Traditionally, parties have frequently publicized their recruitment and screening results by endorsing preferred candidates and by offering financial support prior to primary nominations.

Although all party systems involve candidate recruitment and campaigning, two-party systems that are competitive have historically fielded better qualified and more responsive candidates than have either one-party or multi-party systems.

The reason is quite obvious. In a truly competitive two-party system, each of the parties has a reasonable chance of winning. But to win, among other things, a party must nominate candidates who are knowledgeable, articulate, and responsive--in short, the strongest possible candidate for a given constituency and time.

In contrast, candidates in a one-party system are often individuals selected by the party oligarchy for "personal" reasons or as a form of "political patronage" or "pay-off." Since victory is assured, candidates are selected who will strengthen the machine rather than generate the greatest possible support from the public.

In a multi-party system, candidates may be well-qualified and knowledgeable, but they are likely to be narrowly ideological in outlook and thus unresponsive to the needs of the body politic as a whole.

#### **4. *The organization of the government.***

In nearly all state legislatures, as well as in the national Congress, parties organize the decision-making process by determining the leadership and processes by which the majority and minority parties will function. Moreover, parties help "organize" the executive and judicial branches of government through nomination and approval of key appointments as well as through suggested structural changes.

#### **5. *Educating the public and mobilizing and structuring the vote.***

By the very nature of their campaign activities, parties stimulate interest in public affairs, draw attention to political leadership, and simplify voters' choices by framing salient policy questions and by defining the major issues of the day.

By transmitting information to large numbers of present and future voters, the parties encourage and provide mechanisms for citizen participation.

This last function is certainly not the least important role parties play, for it enhances the legitimacy and stability of the political system.

**6. Campaign support for candidates.**

Having been involved in the recruitment and nomination of office seekers, parties have traditionally attempted to provide candidates with resources, campaign skills, and workers. The campaign machinery has been composed largely of volunteers at the grass roots level, supplemented by paid professionals at the higher levels of the party organization.

**7. Preservation of the form and spirit of federalism.**

Some political scientists insist that an additional, and important function served by political parties has been the preservation of both the existence and form of decentralization in our federal system of government.

## Reasons for a Vigorous Two-Party System

- **More qualified and more responsible candidates and office holders**
- **The moderation of social conflict**
- **Government policy that is more responsive to the needs of the nation**
- **Government procedures that are orderly and stable and which create the framework for both continuity and change**
- **Widespread political education and citizen participation**
- **Governmental decentralization as an important facet of American federalism**

## ***Why the Donkey? Why the Elephant?***

Two unlikely animals—the donkey and the elephant—have become the universally recognized symbols of the Democratic and Republican Parties. The great American political cartoonist of the nineteenth century, Thomas Nast, (1840-1902) is credited with these endearing and politically rallying “foes” representing America’s two great parties.

The donkey made its debut as a political symbol in the Presidential election of 1828 when Andrew Jackson’s opponents labeled him a “jackass” for his populist views and slogans. Jackson turned this name calling to his advantage by adopting the donkey as his campaign motif. During his presidency, the donkey was often used to depict his stubbornness.

But it was not until 1870 that Nast showed a donkey in Harper’s Weekly, kicking a dead lion—Edwin M. Stanton, a controversial Republican who had recently died. Nast did not intend the donkey to represent the Democratic Party, but a faction of the party with which he disagreed. Nonetheless, the symbol captured the public’s fancy and stuck.

The Republican elephant was “born” in another Nast cartoon. In 1874, the year after President Grant began his second term, the old New York Herald came out with an editorial raising the false cry of “Caesarism” against Grant for supposedly aspiring to be a dictator by seeking a third term.

In that same year, in yet another attempt to boost newspaper sales with sensational headlines, the New York Herald ran a story that was to become known as the Central Park Menagerie Scare of 1874. The story, though a hoax, was effective in its dramatic description of zoo animals escaping and searching for prey.

Nast exploited the coincidence of these two hoaxes to lampoon the Herald’s editors, demagogic Democrats crying “Caesarism,” and Republicans who were bending under the Democratic-inspired bad press surrounding Grant.

The cartoon shows an ass (the Democrats), having put on a lion’s skin (the old New York Herald), roaming about in the forest, and amazing himself by frightening all the foolish animals (other newspapers, the public, etc.) he meets within his wanderings. One of the “foolish” animals was an elephant—intended as a criticism of the Republicans—grown weak and unwieldy.

Today, the donkey and the elephant have become the accepted symbols of America’s Democrats and Republicans. As former United States Representative Wright Patman observed, “Democrats consider the donkey a symbol of homely, down-to-earth appeal. Republicans look upon the elephant as standing for intelligence and impressive strength.”

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*Source: Political Parties, Two-Party Government, and Democracy in the United States, The Taft Institute for Two-Party Government*

### ***Political Parties in Texas***

A person desiring to start a political party in Texas must form an organization, elect a chair and other necessary officers. The organization must have a name of three words or less. The organization must establish rules on electoral procedures and file those rules with the Secretary of State.

The general eligibility requirements to be a candidate for a public elective office in Texas are that a person must:

- 1) be a United States citizen;
- 2) be 18 years of age or older on the first day of the term to be filled at the election;
- 3) have not been determined mentally incompetent by a final judgment of a court;
- 4) have not been finally convicted of a felony;
- 5) have resided continuously in the state for 12 months and in the territory from which the office is elected for six months;
- 6) satisfy any other eligibility requirements prescribed by law for the office.

These requirements do not apply to an office for which the federal or state constitution or a statute outside the Election Code prescribes exclusive eligibility requirements.

Once a candidate meets the eligibility requirements, he/she must determine the application filing requirements depending on his or her political party's method of nomination. In addition, filing requirements vary according to whether the candidate is a major party, independent, third party or write-in candidate.

A third party, or a "new political party," may nominate candidates by convention or primary election if the party's nominee for governor in the most recent gubernatorial election received at least 2% but less than 20% of the total number of votes received by all candidates for governor. Parties whose candidates received 20% or more are required to hold a primary election. A party must make nominations of candidates by a convention if not authorized to nominate by primary election.

#### **Nomination by Convention Method**

To be considered for nomination by a convention, a candidate must make an application for nomination. Minor parties nominating by convention must hold: precinct conventions, county conventions, district conventions, and state conventions. The chair of each convention will certify the nominees.

#### **Minimum of Precinct Participants Required**

To be entitled to place their nominees on the general election ballot, third parties must first file a list of precinct convention participants with the Secretary of

State. The list must include the residence address and voter registration number of each participant. The number of signatures must equal at least 1% of the total number of votes received by all candidates for governor in the most recent gubernatorial election.

The list of precinct convention participants may be supplemented by petitions signed by registered voters who have not voted in a primary election or participated in another party's convention during the voting year. The petition may not be circulated until after the date of the party's precinct conventions.

Once a third party is on the general election ballot, the political party is entitled to have the names of its nominees placed on the ballot, without meeting the petition requirement, in each subsequent general election following a general election in which a party nominee for statewide office received at least 5% of the vote for that office.

**Major Party Platforms****Democrat:**

- liberal party
- use of federal funds to solve social problems
- supports the interest of labor, minorities, and the poor
- favors government regulation of the economy

**Republican:**

- basically conservative
- oppose "big" government
- favor reduction of federal spending except for national defense
- support interest of businesses
- free market economy free from government regulation
- traditional values of the middle class and small towns

## **Minor Party Platforms**

### **Introduction**

Please be advised that this listing does not represent all minor parties, only those parties that have mailed the Office of the Secretary of State information. We have made every attempt to contact each minor party, but were unable to acquire facts or written materials from several minor parties. Effective September 1, 1993, all minor parties will have to file a registration and party rules with the Office of the Secretary of State. Should you need information, please contact this office at 1-800-252-VOTE (8683).

### **Libertarian Party**

Established in 1971

#### **Proposals:**

- minimize federal government involvement in people's lives
- abolish personal and corporate income taxation
- no public education
- decrease military involvement by defending only U.S. borders
- repeal all laws establishing criminal or civil penalties for the use of drugs

#### **Nominees:**

Andre Marrou - President  
Nancy Lord - Vice-President

On each of the 50 state ballots in the 1992 presidential election.

*Source: 1992 National Platform of the Libertarian Party*



## **Socialist Party**

### **Proposals:**

- public (governmental) control of all aspects of work, environment, energy, transportation, agriculture, animal rights, economy, taxation, and foreign policy
- massive program of publicly funded housing
- free health care for every person in the United States
- public control of FBI and local police, abolition of CIA
- government control of equitable land grants to all people in the United States
- favor unionization of any groups, such as homemakers
- worker control of all industry (i.e., no management council, supervisors)

### **Nominees:**

J. Quinn Brisben - President  
Barbara Garson - Vice-President

On four of the state ballots in the 1992 presidential election.

*Source: Socialist Party USA Platform 1992*

## **U.S. Taxpayers Party**

Founded in 1990 by Howard Phillips

### **Proposals:**

- slash federal budget
- abolish the Internal Revenue Service
- stop government support for abortion and homosexual groups
- stop all foreign aid
- get out of the United Nations and the World Bank

### **Nominee:**

Howard Phillips - President

On 21 state ballots in the 1992 presidential election.

*Source: U.S. Taxpayers Party 1992 Platform*

# Role of Elected Officials

## Major Idea

The power of managing government is assumed by elected officials. These officials oversee many activities including the expenditure of taxpayer dollars and the approval of legislation.

## Learning Objectives

Students will:

1. Identify the roles of elected officials in a democratic government.
2. Describe the qualifications and benefits of the following elected offices: president, vice president, governor, and lieutenant governor.

## Materials Needed

Attachment 1: Qualifications of the President and Vice-President  
Attachment 2: Presidential and Vice-Presidential Salary and Benefits Summary  
Attachment 3: Roles of the President and Vice-President  
Attachment 4: Summary of the United States Congress  
Attachment 5: Qualifications of the Governor and Lieutenant Governor  
Attachment 6: Roles of the Governor and Lieutenant Governor  
Attachment 7: Summary of State Officials  
Attachment 8: Summary of Texas Legislators  
Newspapers  
Magazines

## Vocabulary

**elected official**  
**natural born citizen**  
**residence**

## Teaching Strategies

1. Lead the class in a discussion on **elected officials**. Ask students what the purpose of an **elected official** is in a democratic government? Brainstorm with students or provide them with specific examples of how elected officials

assume the management of our government. Instruct students to research a former president or other elected official and pinpoint a historical event which resulted because of a decision made by that President. Have the student describe whether they think the decision was good or bad and why.

2. Direct a class discussion on the following elected offices: president, vice president, governor, and lieutenant governor. Refer to **Attachments 1-6** for information regarding the qualifications, salary, benefits, and roles of each of the above mentioned officials.
3. Discuss the roles of the president, vice president, governor and lieutenant governor. Reinforce the class discussion by having students clip articles from newspapers, magazines, etc., in which one or more of the officials is performing a designated role or enjoying a benefit. Students should have articles for at least one of the officials performing two or more of his/her designated roles.
4. Invite an **elected official** to speak to the class about their role as an **elected official**.
5. Start a current issues forum. Have students share resources and information once a week regarding the activities of **elected officials**.
6. Have students research the qualifications, roles and benefits of a county **elected official**.

## ***Qualifications of the President and Vice-President***

According to Article II, Section 1 of the U.S. Constitution, any person seeking the presidential or vice-presidential office must:

- be at least 35 years of age.
- be a **natural born citizen** of the United States. (A **natural born citizen** is defined as anyone born in the United States, born to parents who are United States citizens, or born on United States territory, such as an over-seas military base.)
- have lived in the United States for at least 14 years.

## ***Term of Office***

- Each presidential term is for four years.
- Amendment 22 states a person can only be elected President twice (2 terms) or once (1 term) if they served two years of another person's term.

**Presidential and Vice-Presidential  
Salary and Benefits Summary**

The President of the United States not only receives an annual salary, he/she receives many benefits. Listed below are some of the perquisites received by the President.

- \$200,000 salary
- \$99,500 retirement
- Free military privileges
- Free office space
- \$90,000 per year for office staff
- \$20,000 per year pension for President's widow
- \$50,000 per year expense account
- 132 room White House
- Vacation home at Camp David, Maryland
- Protection by Secret Service
- Several limousines
- 100 staff (cooks, maids, drivers, etc.)
- Free medical care
- 2 Boeing 747's (Airforce 1 and Airforce 2)
- 2 helicopters
- Private recreation facilities—gym, swimming pool, bowling alley, projection room for movies

The Vice President of the United States also receives benefits. Listed below are the benefits and annual income he/she receives.

- \$171,500 salary
- Free housing
- \$10,000 expenses

***Roles of the President***

*Chief of State*

*Chief Executive*

*Chief Diplomat*

*Commander-In-Chief*

*Chief Legislator*

*Party Chief*

***Roles of the Vice-President***

*Replaces the President in case of death, disability or resignation  
(22nd Amendment)*

*President of the Senate*

**Attachment 4****Summary of the United States Congress**

Listed below are the qualifications, terms of office, and salaries for members of the U.S. Congress.

	<b>Senate</b>	<b>House of Representatives</b>
<b>U.S. Citizen</b>	9 years	7 years
<b>Residence</b>	yes (must live in state elected to represent)	yes (must live in state elected to represent)
<b>Age</b>	30 years	25 years
<b>Term</b>	6 years	2 years
<b>Salary</b>	Member-\$133,600 President of the Senate-\$171,500 Majority & Minority Leaders-\$148,400 President Pro Tempore-\$148,400	Member-\$133,600 Speaker of the House \$171,500 Majority & Minority Leaders-\$148,400 Resident Commissioner & Delegates-\$133,600
<b>Members</b>	100 (2 from each state)	435 +1 Resident Commissioner + 4 Delegates

### **Qualifications of the Governor and Lieutenant Governor**

The qualifications of Governor and Lieutenant Governor of the state of Texas are as follows:

- must be at least 30 years of age
- must be a citizen of the United States
- must have resided in the state of Texas at least five years immediately preceding the election.

### **Term of Office**

- Each term of office for both the Governor and Lieutenat Governor is four years.
- There is no term limitation.

### **Salary and Benefits Summary**

#### **Governor of the State of Texas**

\$99,122 annual salary

Free housing - Governor's Mansion

Free Transportation/Security provided by the Texas Department of Public Safety

#### **Lieutenant Governor of the State of Texas**

Salary is the same as Senators' (\$7200 per year) when acting as President of the Senate, and same as the Governor's (\$99,122 per year) when acting as the Governor.

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Source: Office of the Governor, House Bill 1 - General Appropriations Bill, 74th Regular Session of the Texas Legislature, Candidate's Guide, Office of the Secretary of State, Guide to Texas State Agencies, 7th Edition, Texas Almanac, 1994-1995 Edition, Dallas Morning News



## ***Roles of the Governor***

The Governor of Texas is the chief executive of the state, elected by the citizens every four years. The governor's constitutional duties and responsibilities include serving as commander-in-chief of the state's military forces, convening special sessions of the legislature for specific purposes, and delivering to the legislature at the beginning of each regular session a report on the condition of all public money required to be raised by taxation. The governor can also grant reprieves and commutations of punishment and pardons, remit fines and forfeitures upon the recommendation of the Board of Pardons and Paroles, and revoke conditional pardons; approve or veto every bill passed by the legislature; and fill by appointment, subject to senate confirmation, vacancies in state or district elective offices, except those in the legislature, until the next general election following the creation of such a vacancy. The governor issues writs of election to fill vacancies in the state legislature, U.S. House of Representatives, and U.S. Senate. In the case of the U.S. Senate, he or she has the power to appoint someone to serve until the election. In addition, the governor is authorized to appoint state officials and members of state boards, commissions, and task forces that carry out the laws and direct the policies of state government activities.

## ***Roles of the Lieutenant Governor***

The office of lieutenant governor is one of the most powerful and influential posts in Texas government. The lieutenant governor's responsibilities are defined by three sources: the Texas Constitution, the statutes, and the Rules of the Senate. The constitution directs that the lieutenant governor may be called upon to assume the office of the governor at any time. If the governor is absent from the state or in the event of his or her death, resignation, impeachment, or inability or refusal to serve, the lieutenant governor is authorized to exercise the powers and authority of the governor until another is elected at a general election and is duly qualified or until the governor--impeached, absent, or disabled--is acquitted, returns to the state, or recovers. The constitution also makes the lieutenant governor the president of the Texas Senate.

At the beginning of each session, the senate adopts procedural rules to govern its operations. The Rules of the Senate generally grant the lieutenant governor the authority to appoint all senate committees and their chairs, to determine the order of senate business, and to recognize senators for debate. The powers of the office to determine the direction of legislative business are further enhanced by statutory provisions that make the lieutenant governor chair of the Legislative Budget Board, which drafts the state budget; chair of the Legislative Council, which is the legislature's primary billdrafting source; vice-chair of the Legislative Education Board, which oversees state education policy; and a member of the Legislative Redistricting Board, which redistricts house and senate seats after each decennial census.

**Summary of State Officials**

Listed below are the qualifications, terms of office, and salaries for state officials.

Office	Age	Residence	U.S. Citizen	Term	Salary
Attorney General	18	12 months	yes	4 years	\$79,247
Comptroller of Public Accounts	18	12 months	yes	4 years	\$79,247
State Treasurer	18	12 months	yes	4 years	\$79,247
Commissioner of General Land Office	18	12 months	yes	4 years	\$79,247
Commissioner of Agriculture	18	12 months	yes	4 years	\$79,247
Railroad Commissioner	25	12 months	yes	4 years	\$79,247
Secretary of State	18	not specified	yes	4 years	\$76,966
Commissioner of Education	18	not specified	yes	4 years	\$156,014

**Attachment 8****Summary of State Legislators**

Listed below are the qualifications, terms of office, salary, and perquisites received by state legislators.

	<b>Senate</b>	<b>House of Representatives</b>
<b>U.S. Citizen</b>	yes	yes
<b>Residence</b>	5 years in Texas 1 year in district	2 years in Texas 1 year in district
<b>Age</b>	26 years	21 years
<b>Term</b>	4 years	2 years
<b>Salary</b>	\$7200 per year \$95 per diem when in session 28 cents per mile mileage	\$7,200 per year \$95 per diem when in session 28 cents per mile mileage
<b>Members</b>	31	150

Source: Candidate's Guide, Office of the Secretary of State, Office of the Comptroller of Public Accounts, 1995-1996 Roster for the 74th Legislature of the State of Texas

# Basic Steps in the Legislative Process

## Major Idea

A bill goes through several steps from the time it is introduced in the House of Representatives to final passage and transmittal to the Governor. A bill introduced in the Senate would follow the same procedure in reverse.

## Learning Objectives

Students will:

1. define the following terms: legislator, committee, amendments, 2/3 vote
2. identify the sequential flow of a bill in the House of Representatives
3. identify the sequential flow of a bill in the Senate
4. understand that a legislator must sponsor a bill, and that a bill is approved by a committee
5. conduct a mock legislative process

## Materials Needed

Attachment 1: Basic Steps in the Texas Legislative Process

Attachment 2: District Maps for the U.S. Congress, State Senate, and State House of Representatives

Attachment 3: List of Texas Senate and House of Representatives Committees

## Vocabulary

legislator

committees

amendments

2/3 vote

## Teaching Strategies

1. Direct the class in a discussion and written definition exercise of the Basic Steps in the Texas Legislative Process (**Attachment 1**). The discussion should include the following terms: legislator, committees, amendments and 2/3 vote.

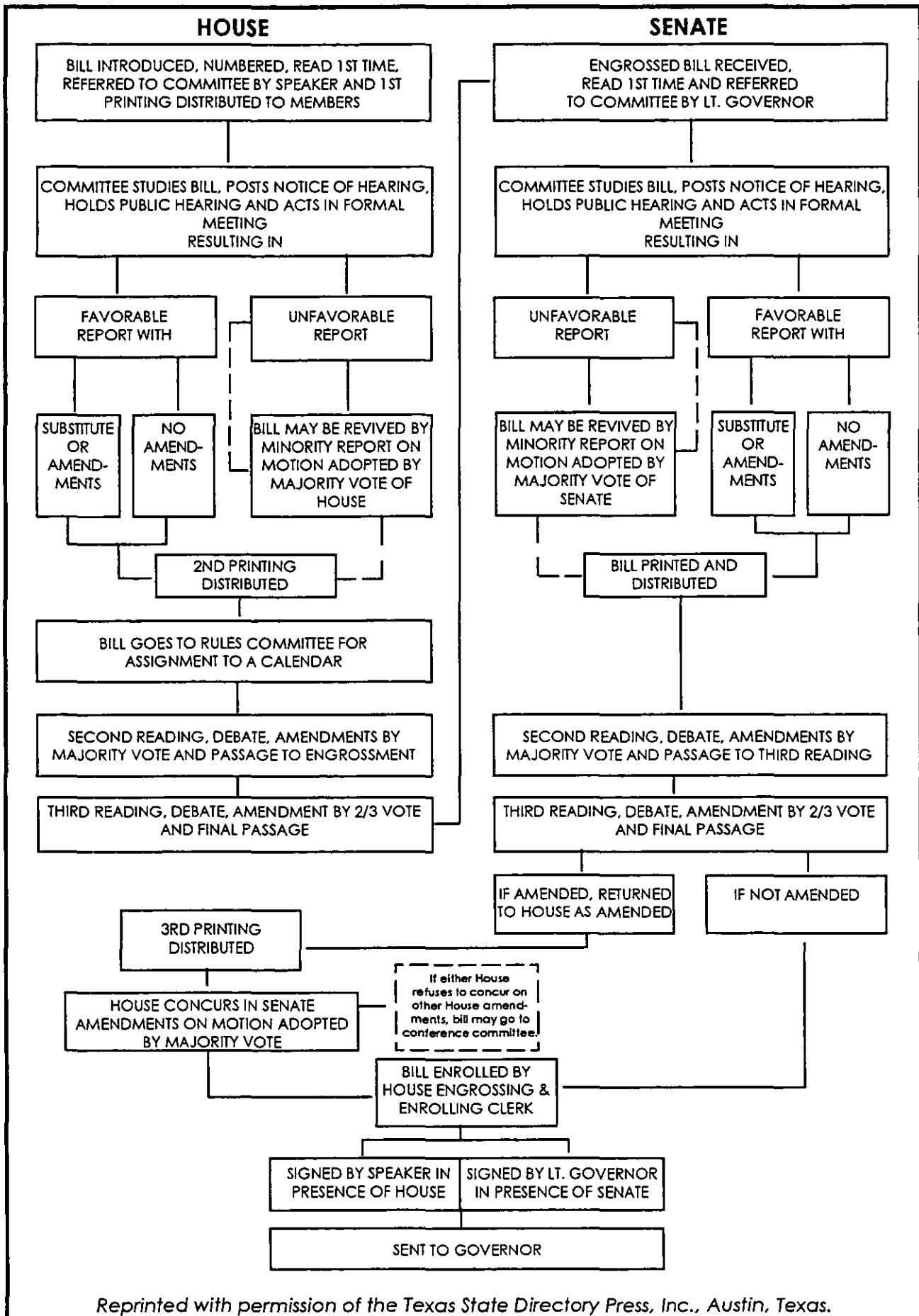
2. Have the students study the Basic Steps in the Legislative Process chart (**Attachment 1**). Discuss the sequential flow of a bill from the time it is introduced in the House of Representatives to final passage and transmittal to the Governor. Have students study each step and grasp the requirements necessary for a bill to become a law.
3. Explain to students that a bill must be sponsored by a legislator, and that there are two kinds of legislators: Senators—who represent the citizens of Texas in 31 districts, while the House of Representatives divides Texas into 150 districts (**Attachment 2**).
4. Explain the concept of committees and how a bill is delegated to a committee for approval or rejection. Give students examples of committees for the Texas House of Representatives and the Senate (**Attachment 3**). Explain that the House Clerk decides which committee the bill is sent to, and that each committee studies a different subject.
5. Explain the concept of amending or substituting a bill.
6. Have students recognize the difference between majority vote and 2/3 vote.
7. Have students suggest ideas for a "classroom bill" they would like to see passed. After students have selected one bill, lead the class in a simulation activity where students mock the legislative process (**Handbook of Strategies, Strategy No. 15**). Assign students jobs.

You will need to designate:

- a person introducing the bill on behalf of the class,
- a representative to sponsor the bill,
- a clerk in the House of Representatives who gives the bill a number,
- the House Clerk who decides which committee will study the bill,
- a committee to hear the proposal,
- persons for and against the bill,
- a Lieutenant Governor, who will introduce the bill in the Senate,
- a Speaker of the House, who will introduce the bill in the House of Representatives, and
- a Governor, who will sign or veto the bill (teachers may want to act as Governor and make the final decision).

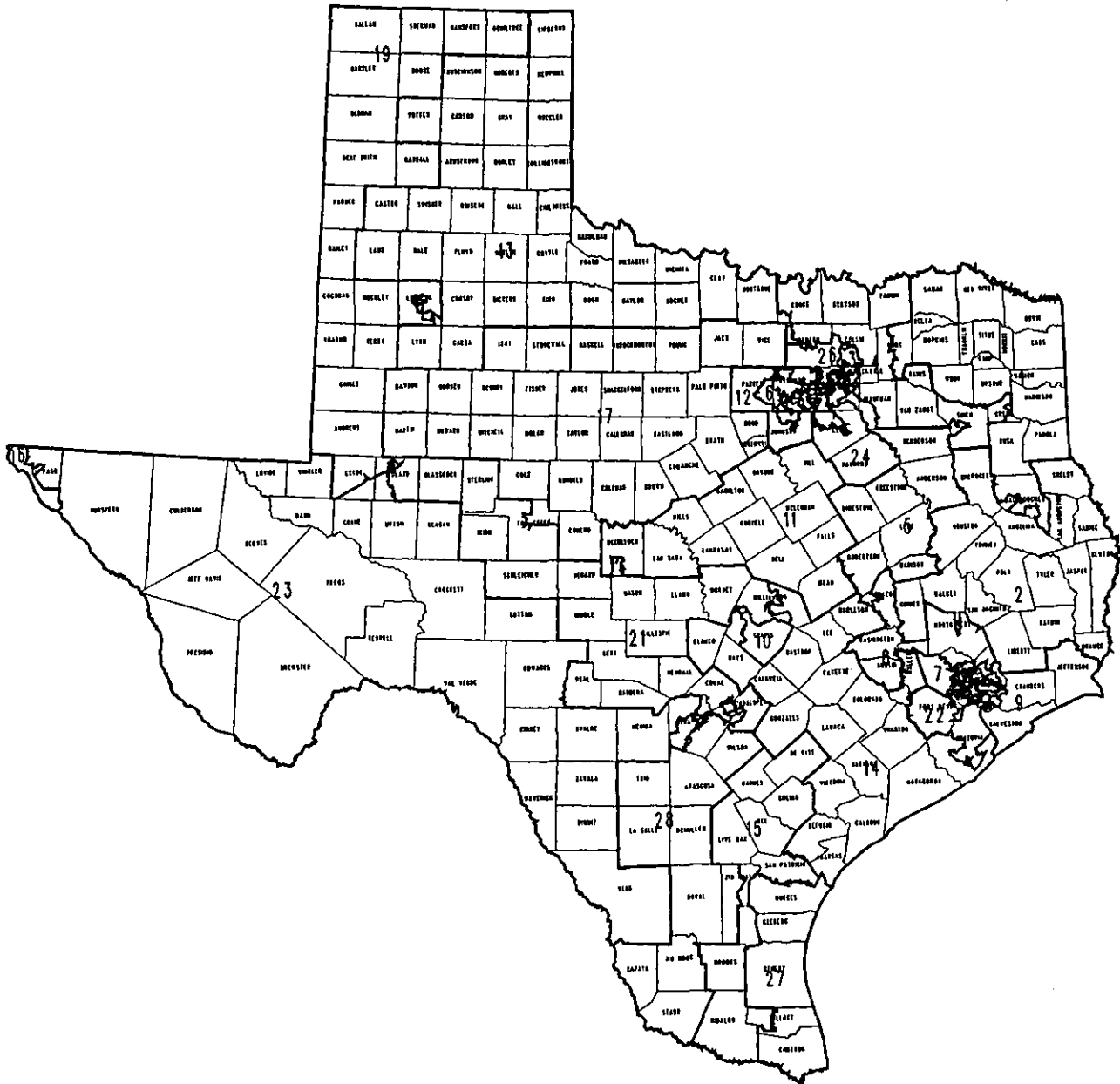
Follow each step of the legislative process. Have students actually walk the bill through the process. Include a "public hearing" where the committee can hear arguments for and against the bill.

8. Invite a legislator to speak to the class about how a bill is passed (**Handbook of Strategies, Strategy No. 25**).

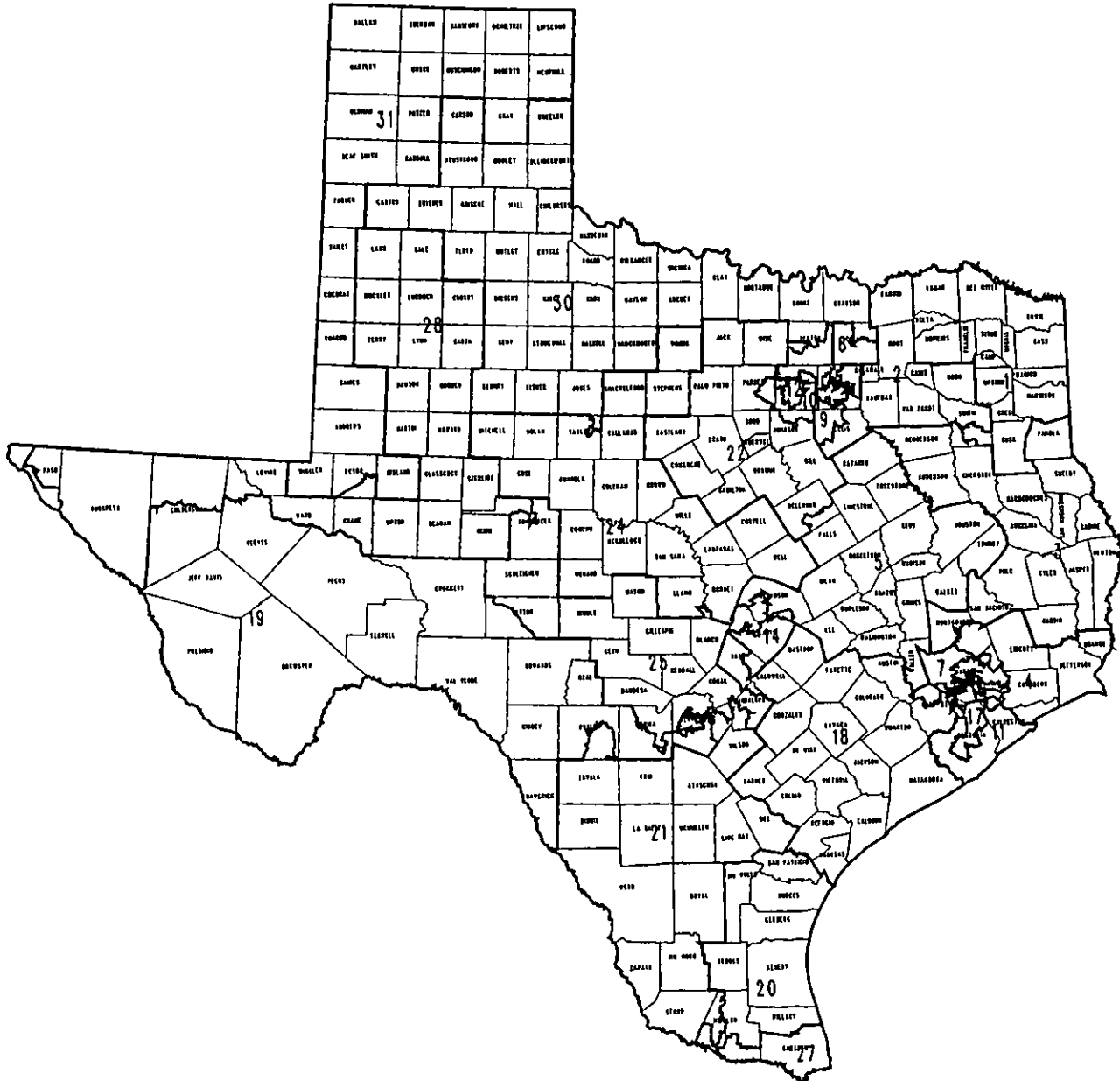


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U.S. Congressional Districts Map

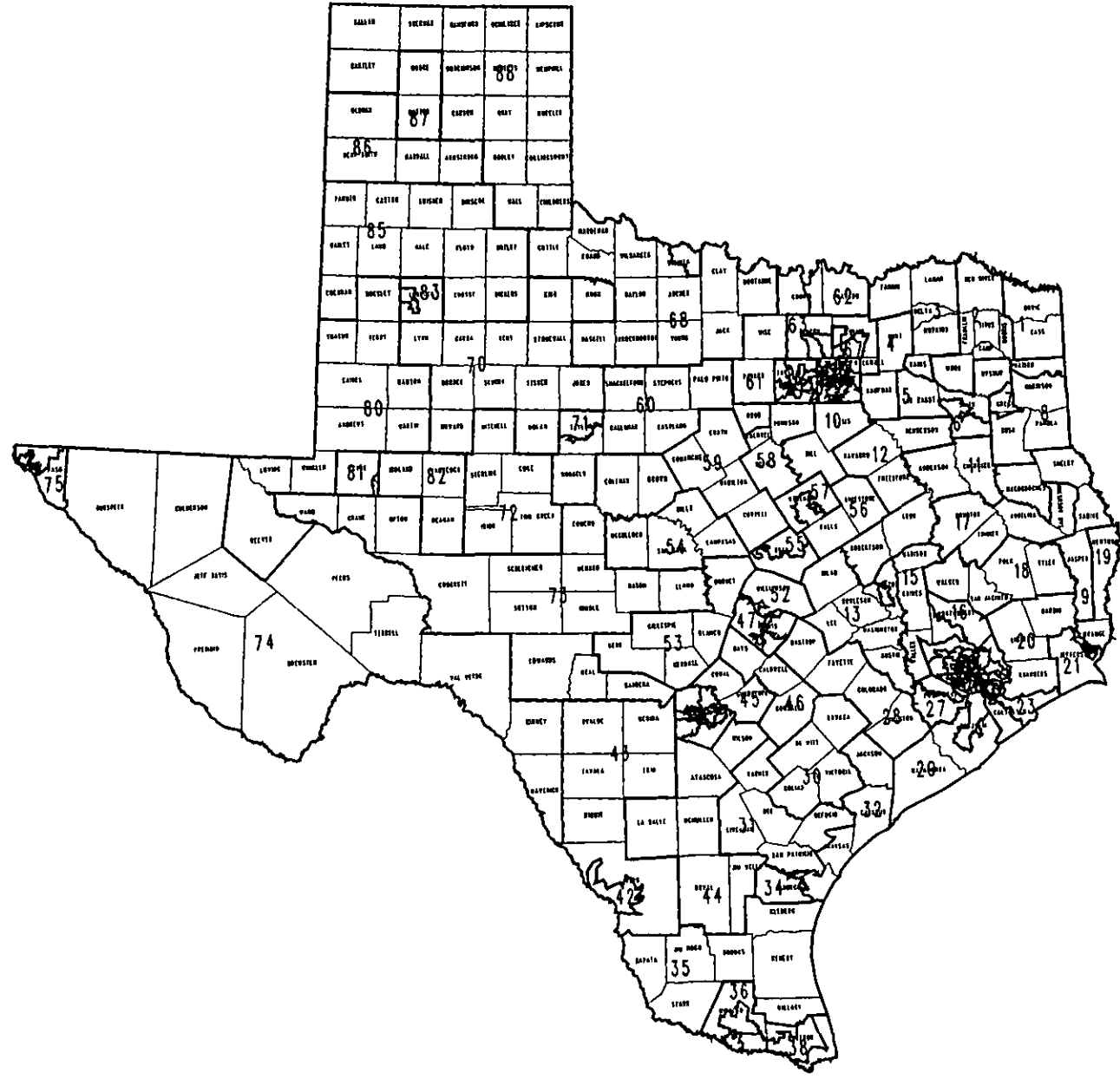


Texas State Senate Districts Map





Texas State House Districts Map



**TEXAS HOUSE OF REPRESENTATIVES****Committees:**

**Agriculture and Livestock**  
**Appropriations**  
**Business and Industry**  
**Calendars**  
**Civil Practices**  
**Corrections**  
**County Affairs**  
**Criminal Jurisprudence**  
**Economic Development**  
**Elections**  
**Energy Resources**  
**Environmental Regulation**  
**Financial Institutions**  
**General Investigating**  
**Higher Education**  
**House Administration**  
**Human Services**  
**Insurance**  
**Judicial Affairs**  
**Juvenile Justice & Family Issues**  
**Land & Resource Management**  
**Licensing and Administrative Procedures**  
**Local and Consent Calendars**  
**Natural Resources**  
**Pensions and Investments**  
**Public Education**  
**Public Health**  
**Public Safety**  
**House Redistricting**  
**Rules and Resolutions**  
**House State Affairs**  
**State, Federal, & International Relations**  
**State Recreational Resources**  
**Transportation**  
**Urban Affairs**  
**Ways and Means**

**SENATE**

**Senate Standing Committees:**

*Criminal Justice*

*Economic Development*

*Education*

*Finance*

*Health and Human Services*

*Intergovernmental Relations*

*International Relations, Trade and Technology*

*Jurisprudence*

*Natural Resources*

*-Subcommittee on Agriculture*

*-Subcommittee on Water*

*State Affairs*

*Administration*

*Nominations*

*Committee of the Whole on Redistricting, Ethics, and Elections*



*A Trip to the Capitol  
to Learn about the  
Legislative Process*

*Teachers Note: This story is designed to be read at the elementary grade levels.*

Ms. Martin took her third grade class on a field trip to Austin, Texas, to tour the state Capitol. Her class had been studying Texas history and was eager to learn more about their state.

When the class arrived, they met a tour guide named Gail who lead them down a long hall to the middle of the Capitol building, called the rotunda. Gail told the students to look up and pointed to the star at the top of the dome. Then she lead the class up the tall staircases to the fourth floor where they stood looking down over the railing at the spot where they had just been. Gail pointed out the "Seals of the Nation" in the center of the rotunda floor, and the Seal of the Republic of Texas, with its Lone Star, which forms the center of the giant pattern. "Texas is called the Lone Star State," said Gail. "Can anyone tell me what our state song is?" One boy quickly answered, "Our state song is 'Texas, Our Texas'." "That's right," said Gail.

"How did that song become the state song?" asked one girl. "That's a good question," said Gail, "A bill had to be passed which made 'Texas, Our Texas' not only our state song, but a state law." Gail explained that before a bill can become a law, it needs to first be sponsored by a legislator, one of the men and women who make our laws. She added that there are two kinds of legislators who represent the citizens of the State of Texas: Senators and Representatives.

Through doorways and down more staircases, the class followed Gail to the underground Capitol Extension, where state legislators office. Gail introduced the class to Representative Jones, who told the class that once a bill is sponsored by a legislator, it is sent to a committee so that the legislators can study the bill.

After talking with Representative Jones, Gail explained to the class that every committee holds a public hearing for each of the bills it studies. "Does anybody want to sit in on a public hearing?" asked Gail. "I do," said one little boy. "Me, too," said another. All of the students agreed, and the class walked quietly into a big meeting room and watched while people for and against a bill told the committee how they felt about this bill becoming a law. Ms. Martin told the students that once everyone had a chance to testify, the committee would decide whether the bill would be a good law and the bill would be approved, or rejected.

When the meeting was over, the class met in the hall and talked about what they had seen. "What happens once a bill is approved by the committee?" somebody asked. "Once a committee approves a bill, it must be approved by both the Senate and the House of Representatives before going to the Governor for his signature," said Gail. "Let's go back to the Capitol and watch the House of Representatives and the Senate at work."

On their way to the east wing of the Capitol, Gail told the class that there are three readings of a bill before a vote is taken. Today, they would hear bills being read, and since visitors are not allowed on the Senate floor during sessions without special permission, they would watch from the third-floor visitor's gallery. Ms. Martin's class filed into the gallery and looked down at the large Senate Chamber and the Senators' big wooden desks. From a podium in front, bills were being read as Senators made their decisions on which bills they thought should become laws. Next, the class viewed the proceedings in the House Chamber, in the west wing of the Capitol.

It had been a big day for Ms. Martin's class. The students saw their state capitol and real bills being passed through the legislature. Not only did they find out how a bill becomes a law, they witnessed Texas history in the making.

## **How a Bill Originates**

A legislator wishing to pass a bill may draft the legislation personally or obtain the professional staff services of a state legislative service agency, such as the Texas Legislative Council, which is generally regarded as the bill-writing arm of the legislature. Bills may also be prepared by attorneys retained for this purpose by organizations or individuals with a particular interest in certain legislation. All bills except for general appropriations bills are limited to a single subject.

A bill may also grow out of the recommendations of a special committee created by the legislature to conduct interim studies on specific issues of legislative interest. Interim committees are appointed by the presiding officers of the house and the senate, who also specify each committee's charge and any additional authority and duties necessary to carry out the charge. Interim study committees may consist entirely of members from one chamber or, in the case of a joint committee, of members from both the house and senate. A presiding officer may also appoint citizen members and other public officials of state and local governments to an interim committee to augment its legislative membership for the purpose of conducting a special study. A special study committee expires on the release of its final report or when the next legislature convenes, whichever occurs first.

### **Introducing a Bill**

A bill may be introduced by any member of the legislature in the member's own chamber (house or senate). The steps in a bill's progress in each house are basically the same. A bill passed by one house must proceed to the other for final passage before going to the governor for approval or veto.

To introduce a bill in the house of representatives, a state representative must first submit the required number of copies of the bill for filing to the chief clerk of the house, who sequentially numbers each document according to the order in which it is received. The house rules of procedure permit unrestricted introduction of bills during the first 60 calendar days of each regular session. After the 60-day deadline, the introduction of any bill other than a local bill or a bill relating to a matter declared by the governor to be an emergency requires the consent of at least four-fifths of those members present and voting.

To introduce a bill in the senate, a senator must first submit the required number of copies of the bill to the secretary of the senate, who sequentially numbers each document according to the order in which it is received. The senate rules of procedure also permit unrestricted introduction of bills during the first 60 calendar days of each regular session. After the 60-day deadline in the senate, the introduction of any bill other than a local bill or a bill relating to a matter declared by the governor to be an emergency requires the consent of at least four-fifths of the membership of the senate.

### **The Role of Committees**

The size of the legislature and the volume of work confronting it each session make thoughtful deliberation on the many proposed measures by the entire membership impossible. For this reason, the basic business in both houses is conducted

according to the committee system whereby permanent, general, and special bodies, determined and formed by the rules of the respective chambers, are appointed to consider bills introduced in the legislature and to advise on their disposition. The committee stage in the deliberative process is at the core of legislative politics since the fate of bills under consideration hinges on committee action. A large percentage of all legislation is never reported out of committee. Thus, committee action is the first crucial step in the process by which a bill becomes law.

### **Referral to a Standing Committee**

The Texas Constitution provides that no bill may be considered on the floor of a chamber by its members unless the bill first has been referred to a committee and the committee has issued its report on the bill. When a bill is introduced or received from the opposite chamber for consideration, it is read for the first time by its caption and referred by the speaker or lieutenant governor to an appropriate committee. Known as standing committees, these bodies are created in the rules of the respective houses at the beginning of each regular session and typically consist of seven to 15 members. In the house rules, each committee is assigned jurisdiction over a specific subject matter, and the speaker refers legislation to house committees based on those subject matter jurisdictions. In its rules, the senate does not provide subject matter jurisdictions for its committees. Although the lieutenant governor is free to refer legislation in the senate to any standing committee, unofficial subject matter jurisdictions are usually established and followed to prevent duplication of effort by committees.

In the house of representatives, committee membership is determined in part by seniority and in part by appointments by the speaker. Each representative sits on at least one committee, and most representatives sit on two or three committees. For the 74th Texas Legislature, the house has 36 standing committees.

In the senate, committee membership is determined entirely by appointment by the lieutenant governor. Senators typically sit on three or four committees each. For the 74th Texas Legislature, the senate has 14 standing committees.

Immediately after a bill has been referred to committee, a determination must be made as to whether a fiscal note or other impact statement is required and, if so, a copy of the bill is sent to the appropriate state agency (e.g., the Legislative Budget Board, the State Pension Review Board, or the Texas Natural Resource Conservation Commission) for preparation of the note or statement. In the house, that document must be attached to the affected bill before a public hearing on the bill may be held, and if the bill is reported from committee, the fiscal note or other impact statement must be attached to the bill when it is printed and distributed to the members of the house. In practice, the senate merely requires that a copy of the fiscal note or other impact statement be provided to each senator before the bill is considered by the full senate.

A bill requiring extensive analysis is often assigned to a subcommittee of the standing committee to which the bill has been referred. Subcommittees are appointed by the committee chair from the standing committee's membership. After careful scrutiny of the bill under consideration, the subcommittee makes a report to the full committee.

## The Committee Process

All committee business is required to be conducted in public meetings. No official action may be made or vote taken except in a meeting that is open to the public. The house rules permit a house committee or subcommittee to meet (1) in a public hearing where testimony is heard and where official action may be taken on bills, resolutions, or other matters; (2) in a formal meeting where the members may discuss and take official action without hearing public testimony; or (3) in a work session for discussion of matters before the committee without taking formal action. The senate rules do not provide for different types of meetings. Therefore, testimony may be heard and official action may be taken at any meeting of a senate committee or subcommittee. Although a committee is not required to solicit public testimony on any bill, public testimony is almost always solicited on bills of outstanding importance, allowing citizens the opportunity to present arguments on different sides of an issue.

A house committee or subcommittee holding a public hearing during a legislative session must post notice of the hearing at least five calendar days before the hearing during a regular session and at least 24 hours in advance of the hearing during a special session. If a house committee or subcommittee is convening for a formal meeting or a work session, written notice must be posted and transmitted to each member of the committee two hours in advance of the meeting or an announcement must be filed with the journal clerk and read in the house while the house is in session. A senate committee or subcommittee must post notice of a meeting at least 24 hours before the meeting.

## Committee Reports

After considering a bill, a committee may choose to take no action or may issue a report on the bill to the house or senate. The committee report, expressing the committee's recommendations regarding house or senate action on a bill, includes a record of the committee's vote on the report, the text of the bill as reported by the committee, a detailed bill analysis, and a fiscal note or other impact statement, as necessary.

In the house, all parts of the committee report are assembled and printed and distributed to the members as a single document. In the senate, the various parts of the committee report are printed and distributed separately to the senators. Committee reports are advisory only and may take several forms. The committee may recommend passage of the bill without amendments, or it may recommend amendments to the bill or even substitute a new bill for the original document.

In the house, all committee reports are referred to the chief clerk, who forwards them to the printer. After being printed, a copy of the house committee report printing (which includes bill text, the committee's recommendation and vote on the bill, the bill analysis, the fiscal note, and other necessary impact statements) is placed in the post office box of each member of the house. The chief clerk then delivers a certified copy of the committee report to the appropriate calendars committee (e.g., the Committee on Calendars or the Committee on Local and Consent Calendars) for placement of the bill on a calendar for consid-



eration by the full house. Calendars committees are given wide discretion in scheduling bills for floor action.

The senate rules also require committee reports to be printed. After being printed, a copy of the senate committee report printing (which includes bill text and the committee's recommendation and vote on the bill) is placed in the bill book on each senator's desk in the senate chamber. When the bill analysis, the fiscal note, and other necessary impact statements have been completed and printed, a copy of those documents is also placed in each senator's bill book. Except for the role of the Committee on Administration in scheduling local and noncontroversial bills for consideration, there is no equivalent to a calendars committee in the senate. Bills are placed on the regular order of business for consideration by the full senate in the order in which the printed committee reports are received by the secretary of the senate for placement in the senators' bill books. For all practical purposes, the regular order of business is merely a listing of bills that are eligible for consideration, because the senate rules provide that a bill on the regular order of business may not be brought up for floor consideration unless the senate sponsor of the bill has filed with the secretary of the senate a written notice of intent to suspend the regular order of business for consideration of the bill.

### **House Calendars and Lists of Items Eligible for Consideration**

House calendars. After a bill or resolution has been reported favorably by a standing committee and the committee report has been printed, the chief clerk forwards the measure to the appropriate calendars committee for placement on a calendar. The house rules provide for four types of calendars:

- (1) the Daily House Calendar, which contains a list of new bills and resolutions scheduled by the Committee on Calendars for consideration by the house and which must be distributed to the members 36 hours before the house convenes during regular sessions and 24 hours before the house convenes during special sessions;
- (2) the Supplemental House Calendar (prepared by the Committee on Calendars), which must be distributed two hours before the house convenes and which may contain: (a) measures passed to third reading on the previous day; (b) measures on the Daily House Calendar for a previous day which were not reached for consideration; (c) measures on the Daily House Calendar for the current day; (d) postponed business from a previous day; and (e) notice to call from the table a measure laid on the table subject to call on a previous day;
- (3) the Local, Consent, and Resolutions Calendar, which must be distributed to the members 48 hours before the house convenes and which contains a list of local or non-controversial bills scheduled by the Committee on Local and Consent Calendars for consideration by the house; and

(4) the Congratulatory and Memorial Calendar, which must be distributed 24 hours before the house convenes and which contains a list of congratulatory and memorial resolutions and motions scheduled by the Committee on Rules and Resolutions for consideration by the house.

The Supplemental House Calendar, because it includes the measures listed on the Daily House Calendar, is the primary agenda followed by the house during its deliberations. The Local, Consent, and Resolutions Calendar and the Congratulatory and Memorial Calendar are special calendars that are prepared approximately once a week during the last half of a regular session. In addition to the four calendars listed above, the house rules provide for nine categories which may be used to group bills and resolutions on those calendars. Those categories, listed in order of priority, are the: (1) emergency calendar; (2) major state calendar; (3) constitutional amendments calendar; (4) general state calendar; (5) local calendar; (6) consent calendar; (7) resolutions calendar; (8) congratulatory and memorial resolutions calendar; and (9) motions calendar. Within each category, senate bills and resolutions are required to be listed on the calendars separately from house bills and resolutions, and consideration of senate bills and resolutions on senate bill days (Wednesdays and Thursdays) has priority in the order specified by house rule.

Except during the latter part of the regular session when calendars become especially lengthy, the house normally considers all measures listed on its calendars before adjourning or recessing for the day.

List of Items Eligible for Consideration. This list is prepared by the chief clerk of the house, upon request of the speaker, when the volume of legislation warrants (normally during the last few weeks of a regular session). The list must be distributed six hours before it may be considered and contains: (1) house bills with senate amendments eligible to be considered; (2) senate bills for which the senate has requested the appointment of a conference committee; and (3) conference committee reports eligible to be considered.

### **Senate Agenda and Intent Calendar**

Senate agenda. The Texas Senate agenda includes the following information: (1) notice of intent, giving the number, author or sponsor, and short caption for each measure that may be considered during the day's session; (2) list of senate bills returned from the house with amendments; (3) status of bills in conference committees, giving a short caption and brief history of the action on the bills; (4) local and uncontested bills calendar; (5) gubernatorial appointments to boards and commissions that have been reported favorably from senate standing committees and are awaiting confirmation by the senate; (6) committee hearings scheduled, including short captions for all measures scheduled to be considered by the committees; (7) regular order of business, listing all bills and resolutions that have been reported favorably from committees in the order in which they were reported to the senate; (8) senate floor action, giving the numbers and short captions for and action taken on all measures brought up for consideration during the previous legislative day; and (9) senate committee action, giving the same infor-

mation for all measures considered by committees on the previous day. Copies of the senate agenda are available the morning of each legislative day.

**Intent calendar.** Senate rules require that bills and resolutions be listed on the regular order of business and be considered on second reading in the order in which committee reports on the measures are submitted to the senate. Traditionally, the senate adopts a further rule specifying that before a bill or joint resolution may be brought up for floor debate out of its regular order, Notice of Intent must be filed with the secretary of the senate by 4 p.m. on the last preceding calendar day the senate was in session. Senate rules direct the secretary of the senate to prepare a list of all legislation for which notice has been given. The list must be made available to each member of the senate and to the press not later than 6:30 p.m. on the day the notice is filed. A vote of two-thirds of the members present is additionally required before any of the measures listed on the Intent Calendar may be debated. The senate rules do not require measures to be brought up for consideration in the order listed on the Intent Calendar, and the senate routinely considers only a portion of those measures listed on the Intent Calendar for a given day. A senator must give notice from day to day in order for a measure that was not brought up for consideration to remain on the Intent Calendar.

### **Floor Action**

The first real floor consideration of a bill occurs on its second reading. After it is read the second time, again by caption only, the measure is subject to debate and amendment by the entire membership of the chamber. On second reading, a bill may be amended by a simple majority. If no amendment is made, or if those proposed are disposed of, the final action on second reading of a bill is a vote on its passage to engrossment, if the bill is being considered in the chamber in which it was introduced, or passage to third reading, if the bill is being considered in the opposite chamber. The bill is then laid before the body for a third reading and final passage. A bill may be amended again on third reading, but amendments at this stage require a two-thirds majority for adoption.

Although the Texas Constitution requires a bill to be read on three separate days in each house before it can have the force of law, this constitutional rule may be suspended by a four-fifths vote of the house in which the bill is pending. In such cases, the bill is given an immediate third reading following the vote to pass the bill to engrossment or third reading. The senate routinely suspends this constitutional provision in order to give a bill an immediate third reading. The house, however, rarely suspends this provision, and third reading consideration of a bill in the house normally occurs on the day following second reading consideration.

After a bill has been read a third time, it is voted on for final passage. If the bill receives a simple majority vote, it is considered passed, and the chief clerk of the house or the secretary of the senate, as appropriate, certifies the bill's final passage, noting on it the date of its passage and the vote by which it passed. When the bill is passed in the originating chamber, the bill is engrossed, and an exact and accurate copy of the bill, with all corrections and amendments incorporated into it, is prepared and sent to the opposite chamber for consideration. When the bill is passed in the opposite chamber, a new copy of the bill is not pre-

pared. Rather, the bill is immediately returned to the originating chamber with any amendments simply attached to the bill.

### **Consideration of Local and Noncontroversial Bills**

The house and senate rules both provide for special calendars for the consideration of local and noncontroversial bills. The calendar used for consideration of these bills in the house is the Local, Consent, and Resolutions Calendar, which is set by the Committee on Local and Consent Calendars. A standing committee may recommend, when reporting a bill or resolution, that the measure be sent to the Committee on Local and Consent Calendars for placement on an appropriate calendar. Such a recommendation requires the unanimous consent of all the committee members present when the measure is reported from committee. Measures that are eligible for consideration by the Committee on Local and Consent Calendars are bills that are local as defined by the house rules and bills and resolutions to which no opposition is anticipated. If it determines that a measure is not eligible for placement on the Local, Consent, and Resolutions Calendar, the Committee on Local and Consent Calendars has the power to transfer the measure to the Committee on Calendars. Local, Consent, and Resolutions Calendars are normally prepared for consideration by the house once a week during the last half of the regular session. These calendars are normally lengthy, but consideration of them is expedited because debate is limited and amendments to measures on these calendars may not be offered unless they have first been approved by the Committee on Local and Consent Calendars. A measure may be removed from the Local, Consent, and Resolutions Calendar if debate exceeds 10 minutes or if five or more representatives object to the consideration of the measure.

The calendar used for consideration of local and noncontroversial bills in the senate is the Local and Uncontested Calendar, which is set by the Committee on Administration. A measure may not be considered by the Committee on Administration for placement on the Local and Uncontested Calendar unless both the sponsor of the measure and the chair of the committee from which the measure was reported file a written request for placement on the Local and Uncontested Calendar with the Committee on Administration. Measures that are eligible for consideration by the Committee on Administration are bills that are local as defined by the senate rules and bills and resolutions to which no opposition is anticipated. Local and Uncontested Calendars are normally prepared for consideration by the senate once or twice a week during the last half of the regular session. Measures on the Local and Uncontested Calendar may be considered without a suspension of the regular order of business, which is normally required for consideration of legislation in the senate. As in the house, consideration of Local and Uncontested Calendars in the senate is expedited because the measures on these calendars are not normally debated and amendments to measures on these calendars are prohibited. A measure may be removed from the Local and Uncontested Calendar if two or more senators object to the consideration of the measure.

## Return of a Bill to the Originating Chamber— Action on Amendments

After a bill has passed through three readings in the opposite chamber, the bill is sent back to the originating chamber and, if there have been no amendments, the bill is enrolled. The enrolled bill is then signed by both presiding officers in the presence of their respective chambers and sent to the governor. When a bill that has been amended by the opposite chamber is returned to the originating chamber, the originating chamber must concur with all of the amendments made by the opposite chamber before the bill can be enrolled. If the originating chamber does not concur with any or all of the opposite chamber's amendments, it may request the appointment of a conference committee to resolve the differences between the house and senate versions of the bill.

### Conference Committee

If a conference committee is called for, the two presiding officers appoint five members each from their respective chambers to serve on the committee. A conference committee's charge is limited to reconciling differences between the two houses, and the committee, unless so directed, may not alter, amend, or omit text that is not in disagreement. Nor may the committee add text on any matter that is not in disagreement or that is not included in either version of the bill in question. After the committee has met and reached an agreement, a report is submitted to both houses for approval or disapproval. The report must be approved by at least three conferees from each house and must contain the text of the bill as approved by the conference committee, an analysis comparing the text of the compromise bill to both the house and senate versions, and the signatures of those members of the conference committee who approved the report. A conference committee report is not subject to amendment but must be accepted or rejected in its entirety.

Should the proposed compromise remain unacceptable to either house, it may be returned to the same conference committee for further deliberation, with or without specific instructions, or the appointment of a new conference committee may be requested. Failure of the conference committee to reach agreement kills the measure. If the conference committee report is acceptable to both houses, the bill is enrolled, signed by both presiding officers in the presence of their respective chambers, and sent to the governor.

### Governor's Action

Upon receiving a bill, the governor has 10 days in which to sign the bill, veto it, or allow it to become law without a signature. If the governor elects to veto the bill and the legislature is still in session, the bill is returned to the house in which it originated with an explanation of the governor's objections. A two-thirds majority in each house is required to override the veto. If the governor neither vetoes nor signs the bill within the allotted time period, the bill becomes a law. If a bill is sent to the governor within 10 days of final adjournment, the governor has until 20 days after final adjournment to sign the bill, veto it, or allow it to become law without a signature.

## Other Types of Legislation Resolutions

A resolution is a legislative document used to express the collective will of the members of the legislature or of either house. Resolutions are used to handle specific activities of the legislature and are commonly used to propose amendments to the Texas Constitution, take care of housekeeping functions, convey congratulations or condolences to individuals or groups in the state, express legislative intent, express an opinion or sentiment on matters of public interest, give direction to a state agency or official, or call upon certain governmental agencies, offices, or units such as the U.S. Congress to take a specific course of action. They are legislative instruments that must be introduced, assigned numbers, and acted on by the legislature. Except for concurrent resolutions, the governor need not sign and cannot veto them. There are three types of resolutions: joint resolutions, concurrent resolutions, and simple resolutions.

### Joint Resolutions

Joint resolutions are used to propose amendments to the Texas Constitution, ratify proposed amendments to the U.S. Constitution, or request a constitutional convention to propose amendments to the U.S. Constitution. Joint resolutions proposing amendments to the Texas Constitution require a vote of two-thirds of the total membership of each house for adoption. Other joint resolutions require a simple majority vote in each house for adoption. A joint resolution takes the same course through both houses as a bill and is like a bill in all respects, except that if it receives the required number of votes at any reading after the first in the house, the resolution is passed. Three readings are still required to pass a joint resolution in the senate. Joint resolutions passed by the legislature are not submitted to the governor for signing, but are filed directly with the secretary of state. An amendment to the Texas Constitution proposed by an adopted joint resolution does not become effective until it is approved by Texas voters at a general election.

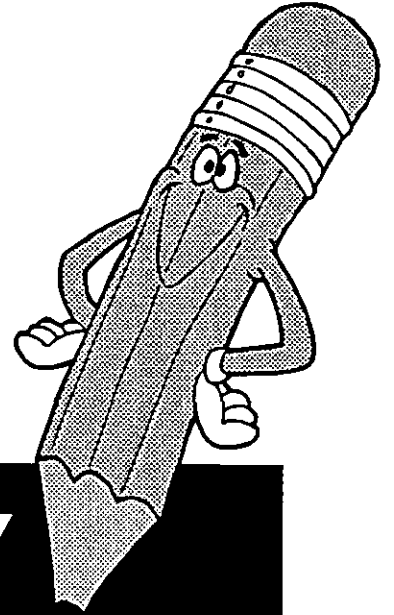
### Concurrent Resolutions

A concurrent resolution is used when both houses have an interest in a particular matter. Such resolutions may originate in either house but must be adopted by both. A concurrent resolution passed by both houses may be used for matters affecting operations and procedures of the legislature, such as joint sessions or adjournment sine die. Frequently, concurrent resolutions are used to memorialize the U.S. Congress, give directions to a state agency or officer, or express views of the legislature. Concurrent resolutions, except those that pertain solely to procedural matters between the two houses, must be submitted to the governor for approval.

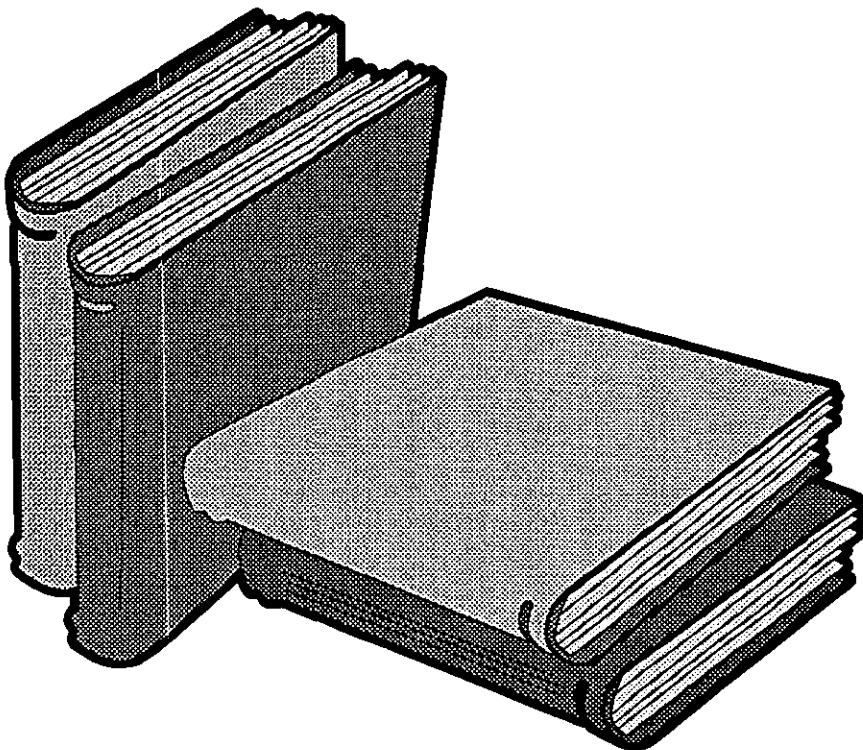
### Simple Resolutions

House or senate resolutions pertain to matters considered by the house of origin only. Numbered separately from other types of resolutions or bills, they are used for such purposes as adopting or changing rules of procedure or expressing congratulations or condolences.



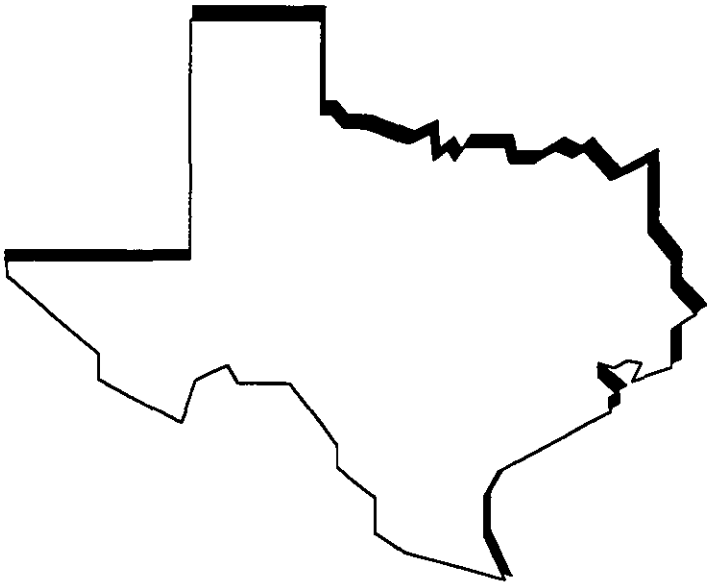


# *Primary Teaching Aids*





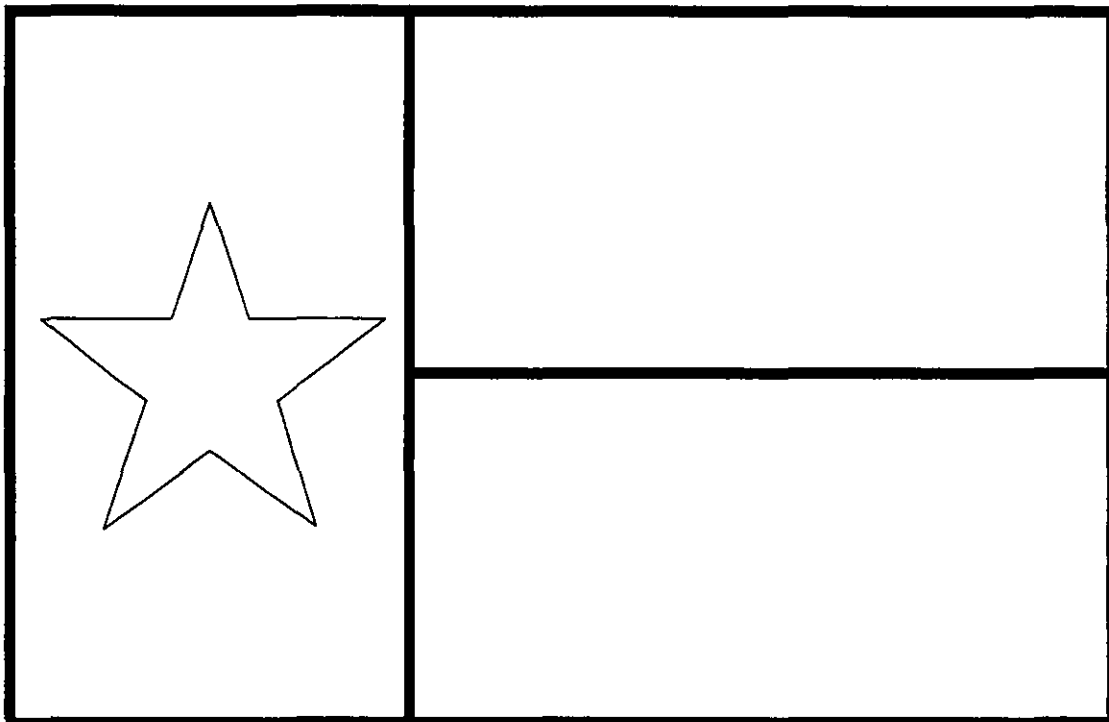
# *Texas Symbols*



Many people are very proud to live in Texas.

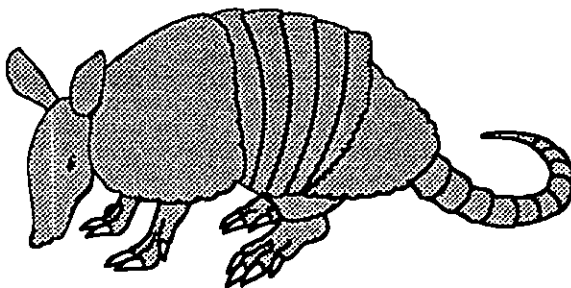
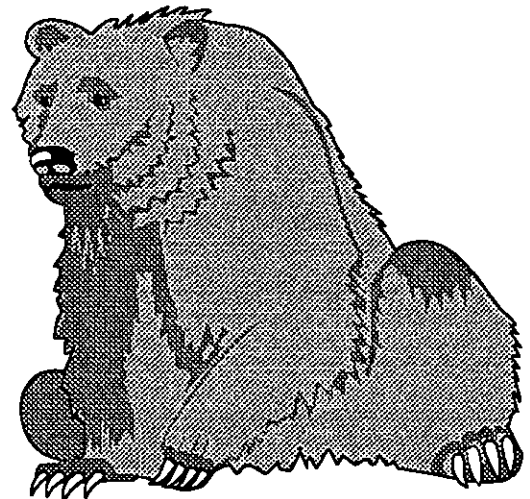
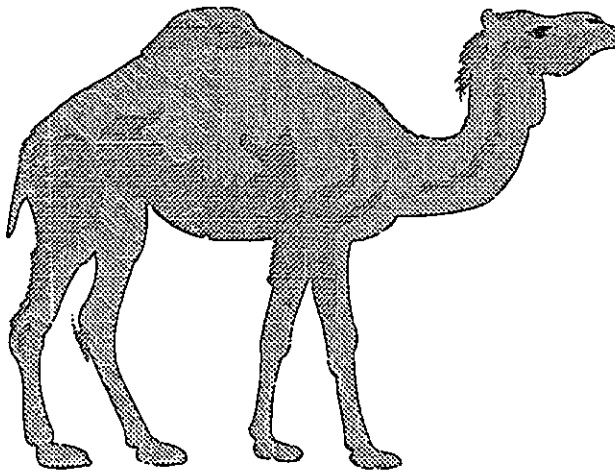
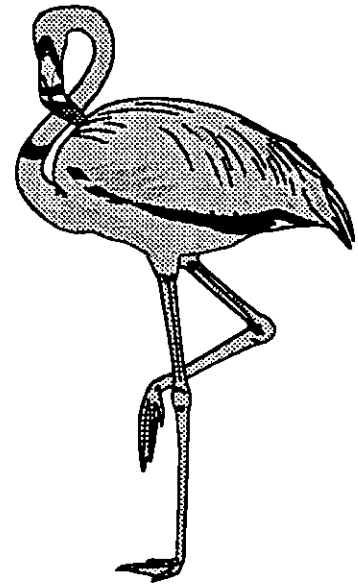
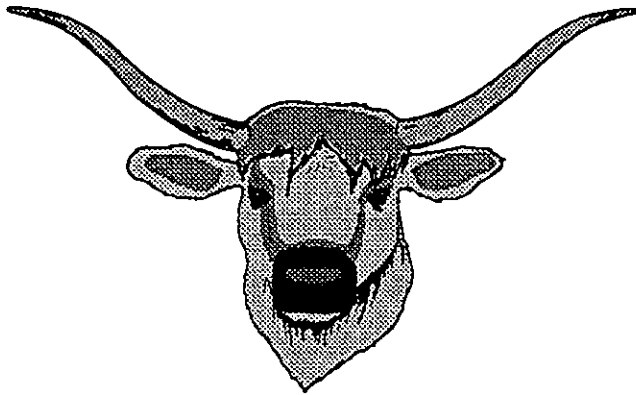
One of the symbols which reminds them of Texas is the state flag.

Can you color our state flag below?



# Texas Symbols

Some of our state's most popular animals are Armadillos, Mockingbirds, and Longhorn Cattle. Circle the two you think are actually symbols of our state.



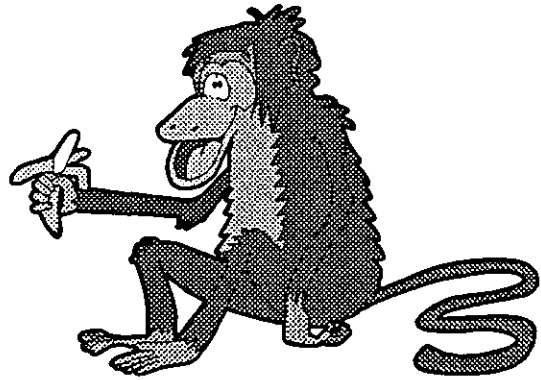
# Project V.O.T.E. Official Ballot

**Instructions:** Place a mark in the box beside the animal that you wish to vote for. (*Marque el cuadro al lado del animal para indicar la manera en que quiere votar.*)

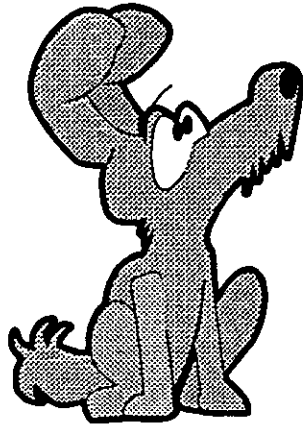
Seal



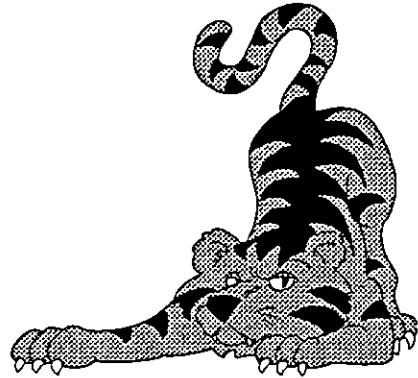
Monkey



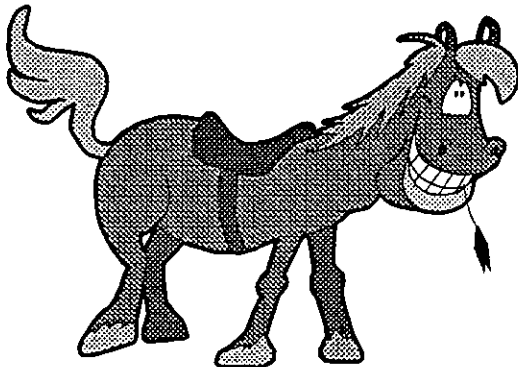
Dog



Tiger



Horse

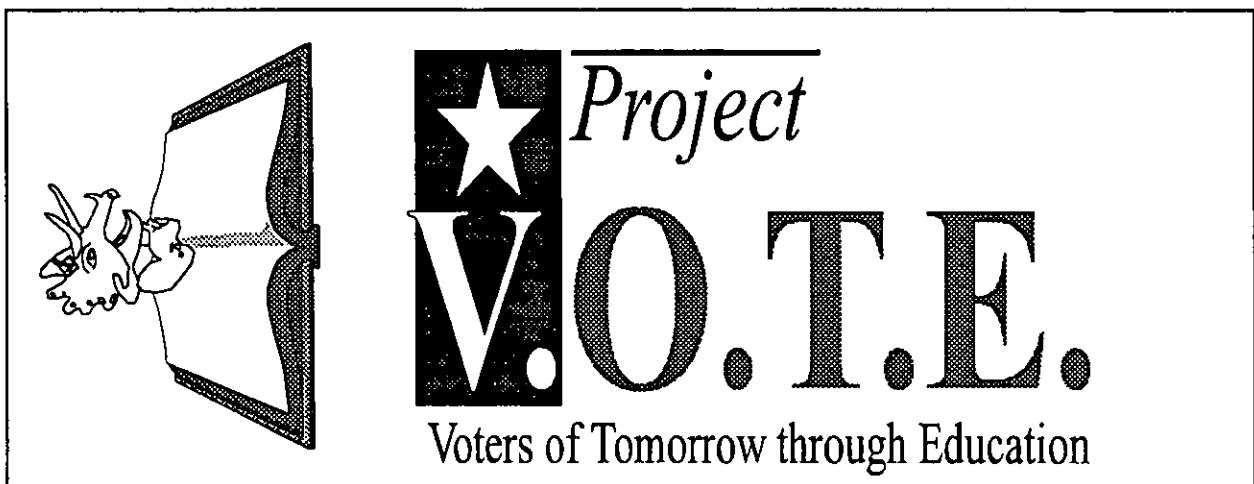
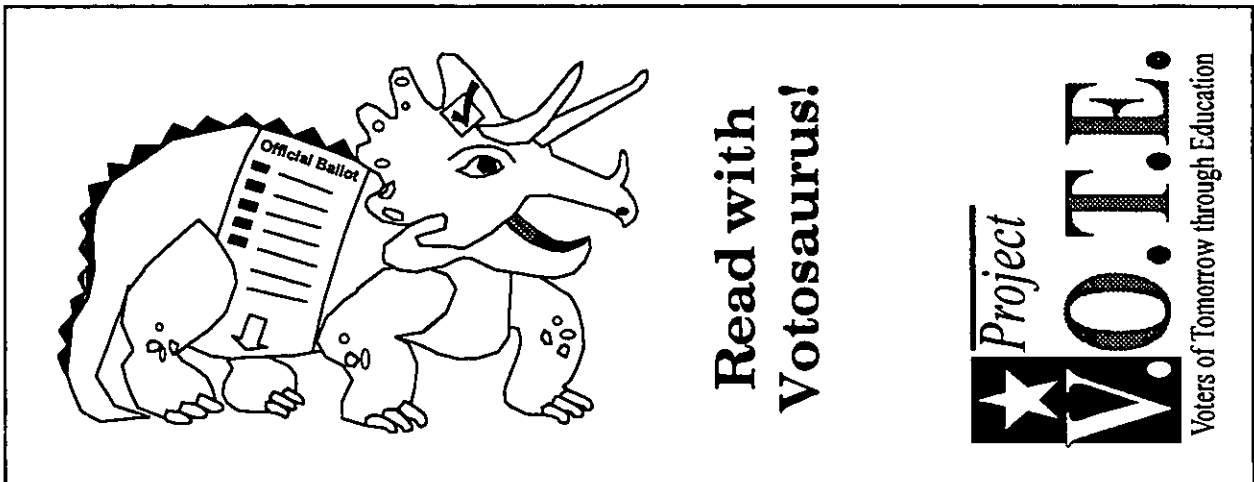
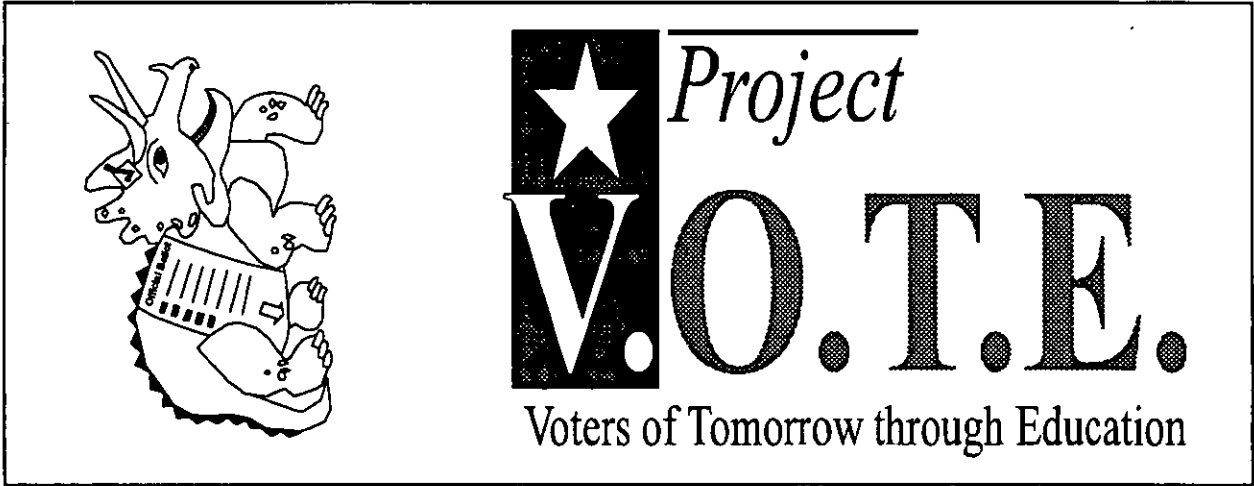


Write-In

\_\_\_\_\_

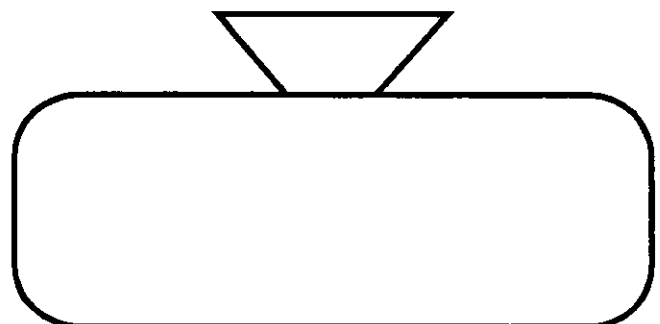
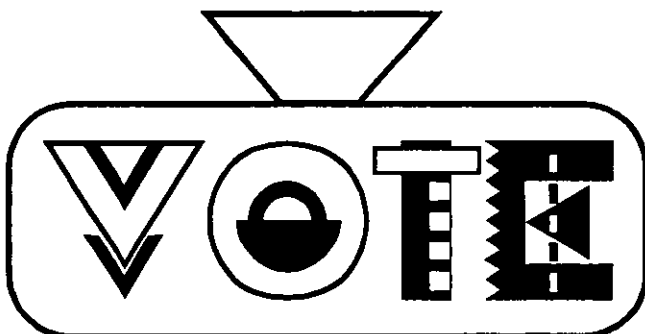
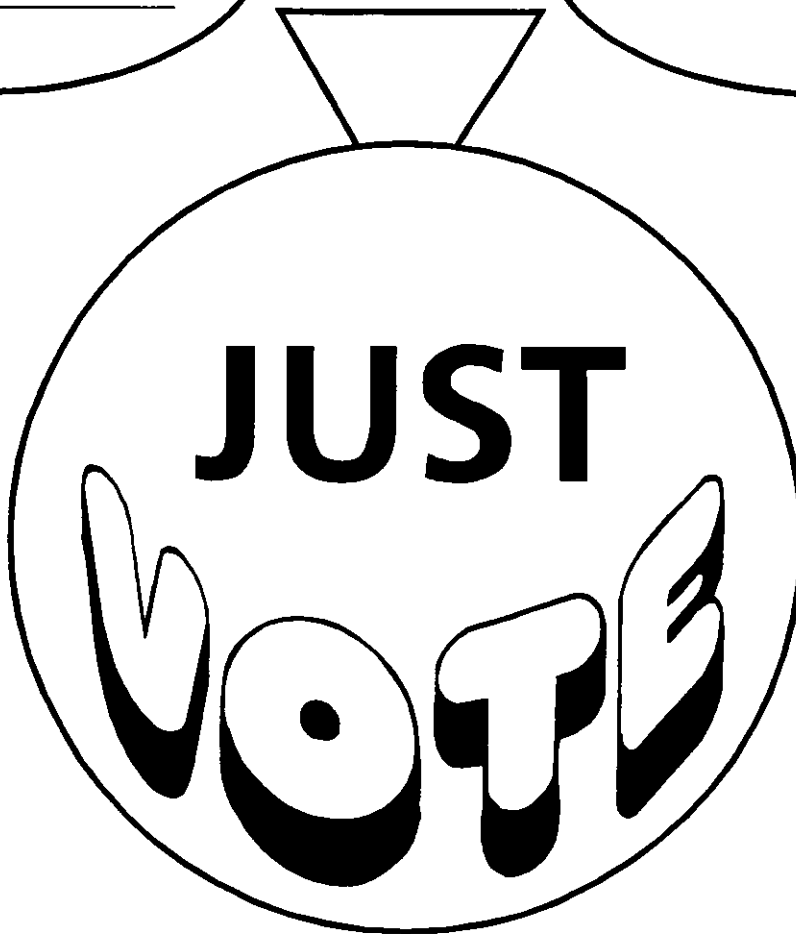
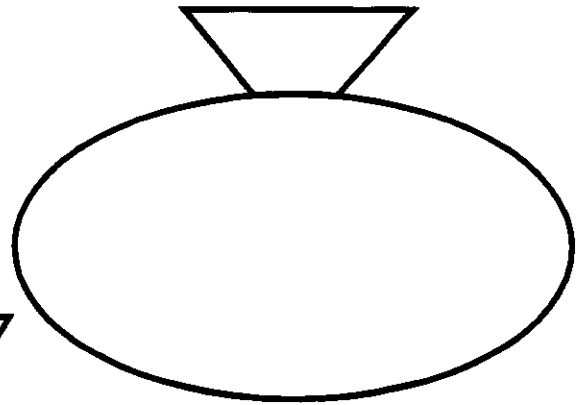
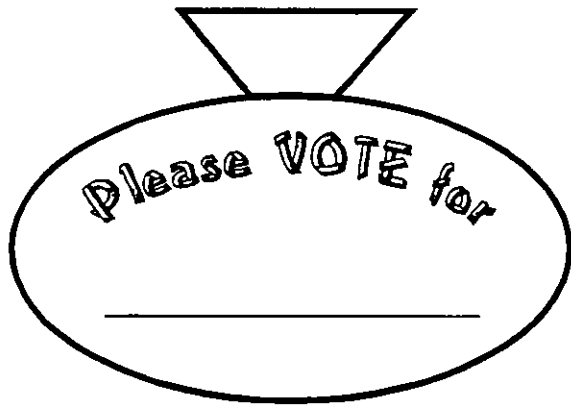
# Bookmarks

**Instructions:** Duplicate this page, cut out bookmarks and have students color. You may want to laminate bookmarks upon completion.



# Campaign Button Activity

**Instructions:** Color the buttons provided on this page, or fill in the blank buttons to best suit your campaign needs. When you have completed your button, cut out and attach with a pin.



# *Campaign Button Activity*

**If I Were President ...**

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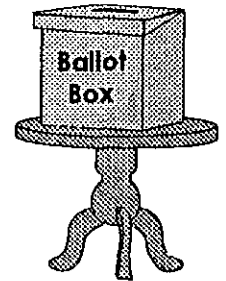
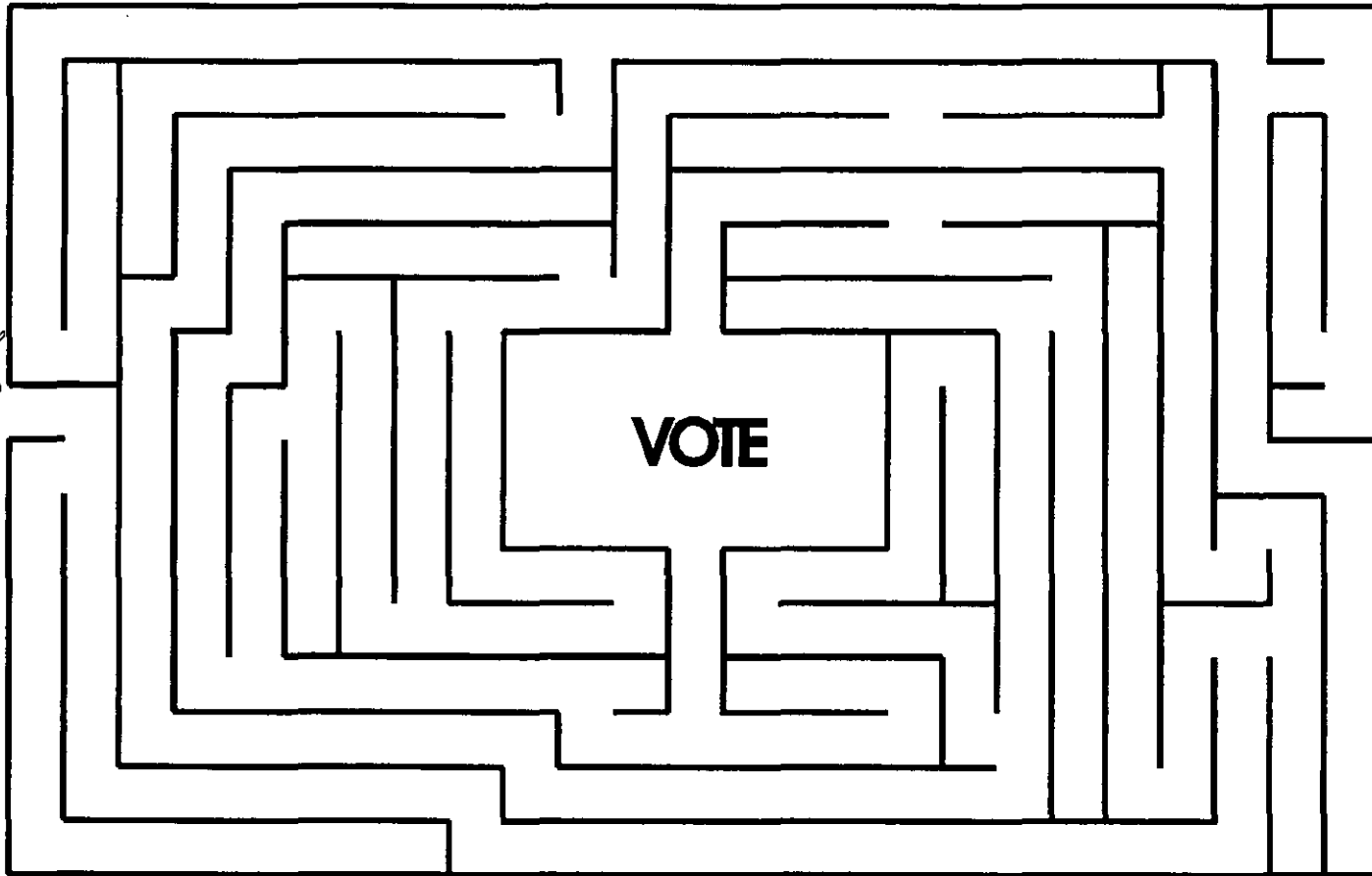
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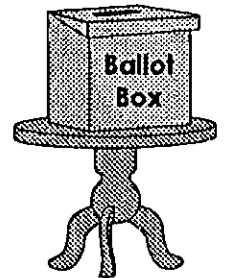
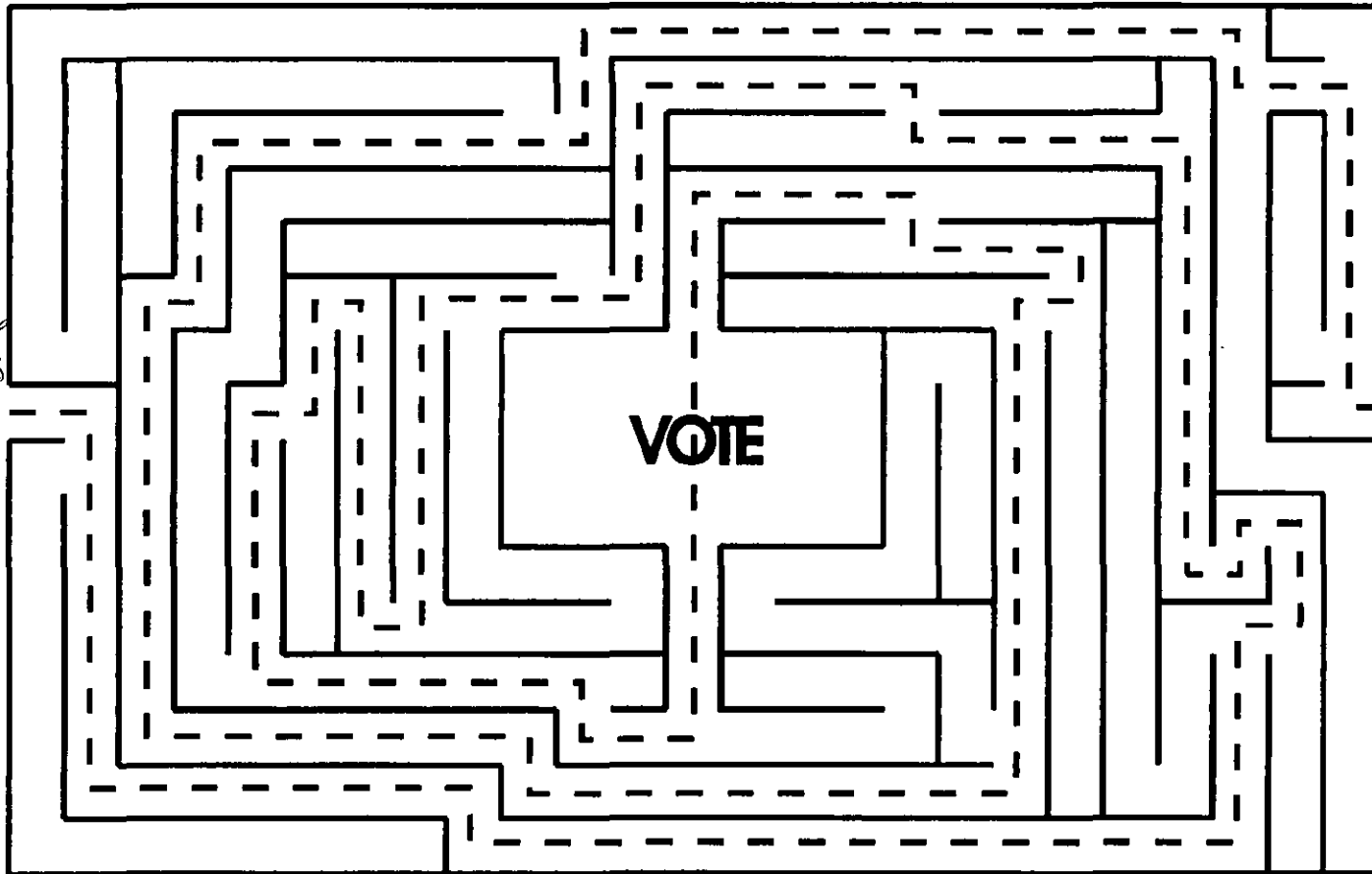
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# Help Votosaurus Find the Ballot Box!

Votosaurus wants to cast a ballot, but can't find the ballot box! Votosaurus knows how important it is to vote and wants to make sure every ballot counts. Help Votosaurus vote by drawing a path to the ballot box. Hurry, the polls close at 7:00!



# Help Votosaurus Find the Ballot Box!



KEY

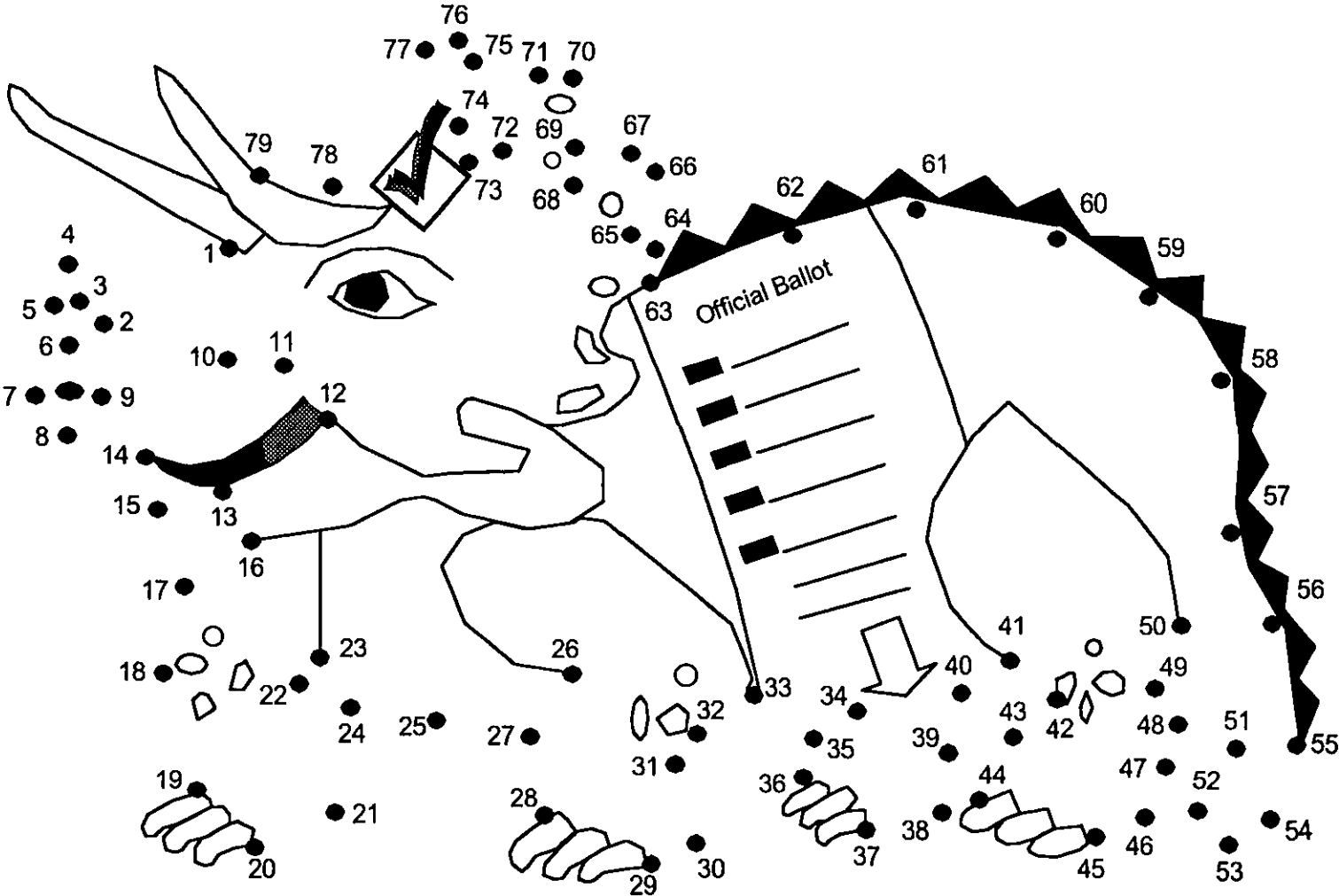






# Connect the Dots

**Instructions:** Connect the numbered dots to reveal a famous election day mascot. Who is it? When you have finished, color the mascot.



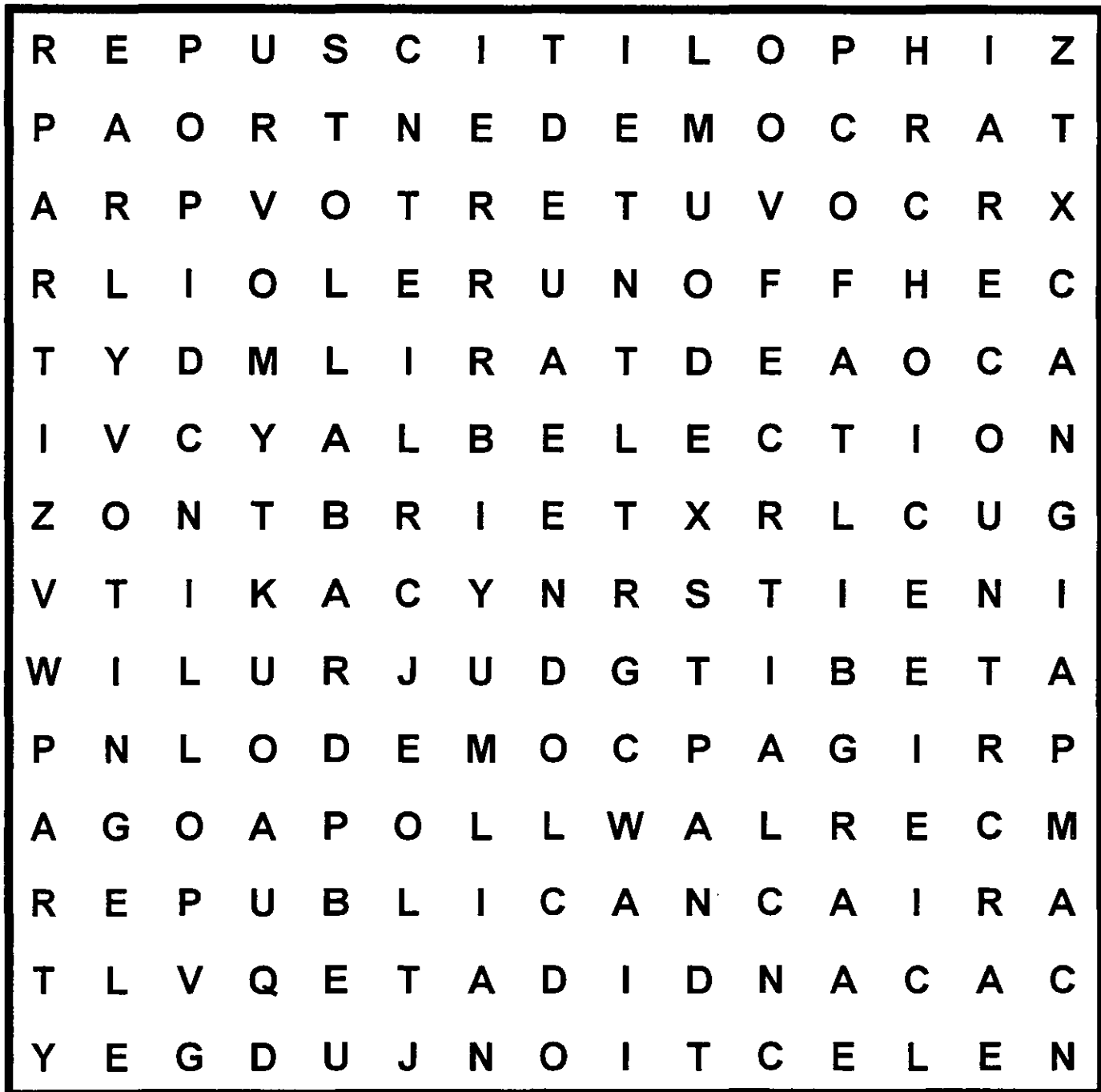
# Connect the Dots



KEY  
Votosaurus

# Election Day Find-A-Word

**Instructions:** Circle the word from the word list below. These words may appear up, down, across, diagonally, and backward. When you are finished, define the words.



## WORD LIST

ballot  
polling place  
returns  
republican  
party

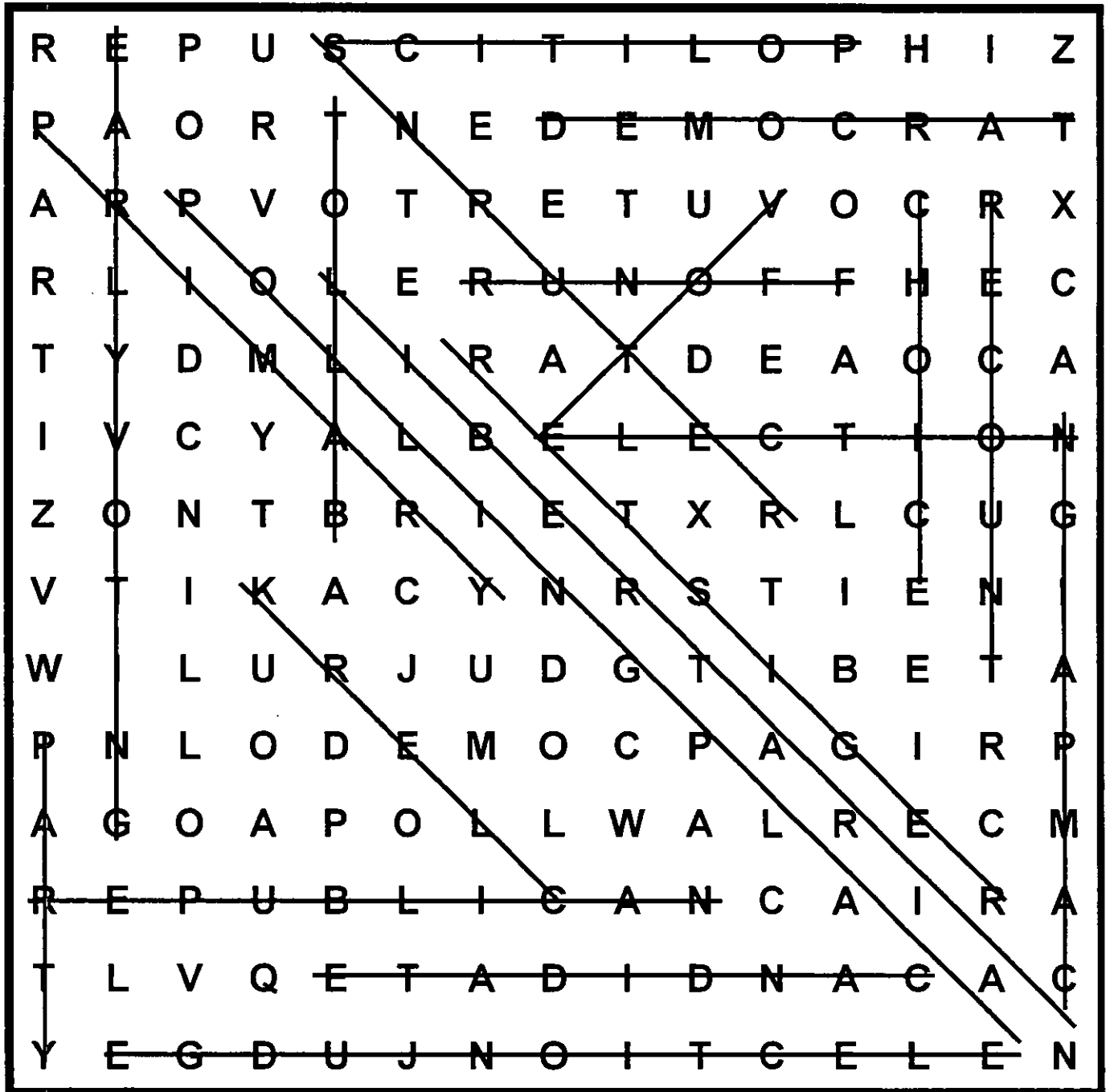
vote  
choice  
clerk  
democrat  
early voting

candidate  
election judge  
recount  
libertarian  
primary

election  
campaign  
register  
politics  
runoff

# Election Day Find-A-Word

## KEY



# Legislative Word Scramble

**Instructions:** Read each sentence and then unscramble the letters below it to form a term that is commonly used during a legislative session. Write your answers in the blanks.

1. Rejection of a bill by the governor.  
**OVTE** \_\_\_\_\_
2. Any proposed alteration to a bill or resolution as it moves through the legislative process.  
**TMEDAENMN** \_\_\_\_\_
3. The upper house of the Texas Legislature.  
**ESANET** \_\_\_\_\_
4. A registration of the members present at a meeting of a committee or of the full house or senate.  
**LROLLACL** \_\_\_\_\_
5. The legislator who guides the bill through the legislative process after the bill has passed the originating chamber.  
**ONSSORP** \_\_\_\_\_
6. Primary means used to create and change the laws of the state.  
**ILBL** \_\_\_\_\_
7. The legislator who files a bill and guides it through the legislative process.  
**ROAUTH** \_\_\_\_\_
8. The period between regular legislative sessions.  
**TREIMIN** \_\_\_\_\_
9. A group of legislators, appointed by the presiding officer of the house or the senate, to which proposed legislation is referred.  
**MCEMOETIT** \_\_\_\_\_
10. The period during which the legislature meets.  
**NSSISEO** \_\_\_\_\_
11. The stage in a bill's legislative progress when it has been passed by the chamber in which it was filed.  
**DEGNRSOSE** \_\_\_\_\_
12. Occurs at the close of each legislative day upon completion of business.  
**DORMNAJUNET** \_\_\_\_\_

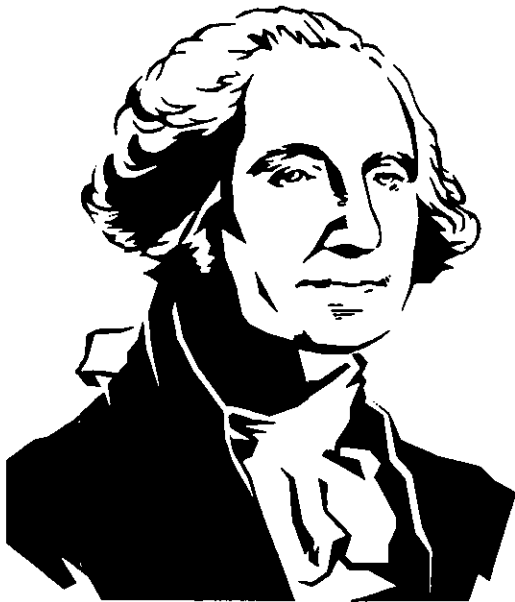
# ***Legislative Word Scramble***

## **KEY**

1. **VETO**
2. **AMENDMENT**
3. **SENATE**
4. **ROLL CALL**
5. **SPONSOR**
6. **BILL**
7. **AUTHOR**
8. **INTERIM**
9. **COMMITTEE**
10. **SESSION**
11. **ENGROSSED**
12. **ADJOURNMENT**



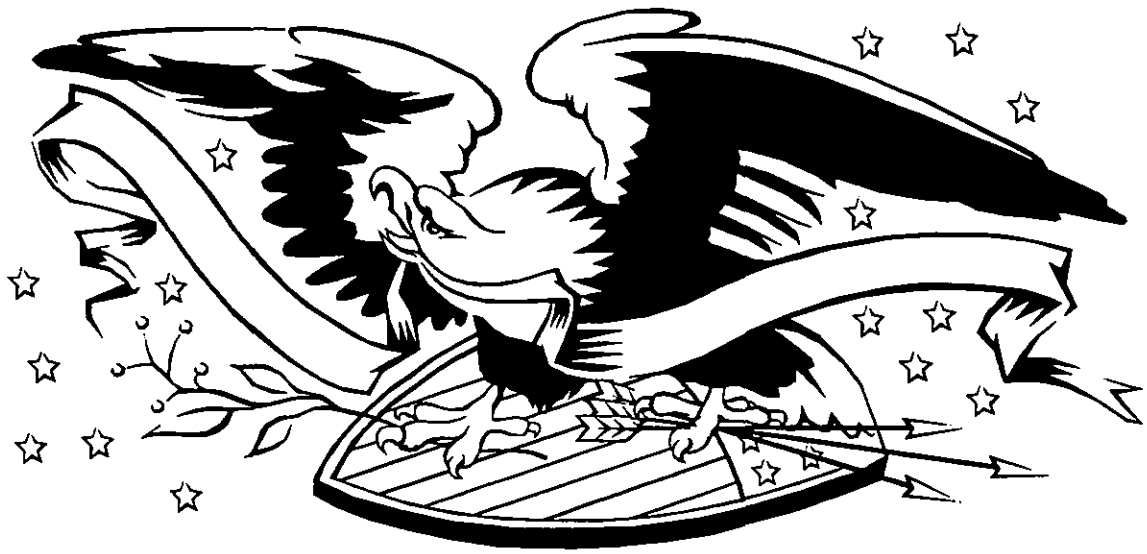




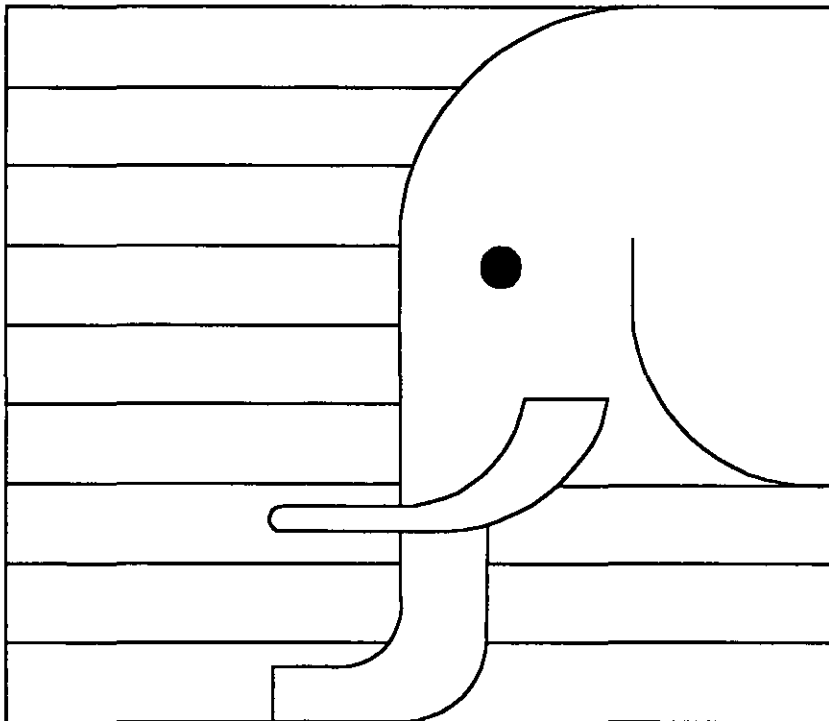
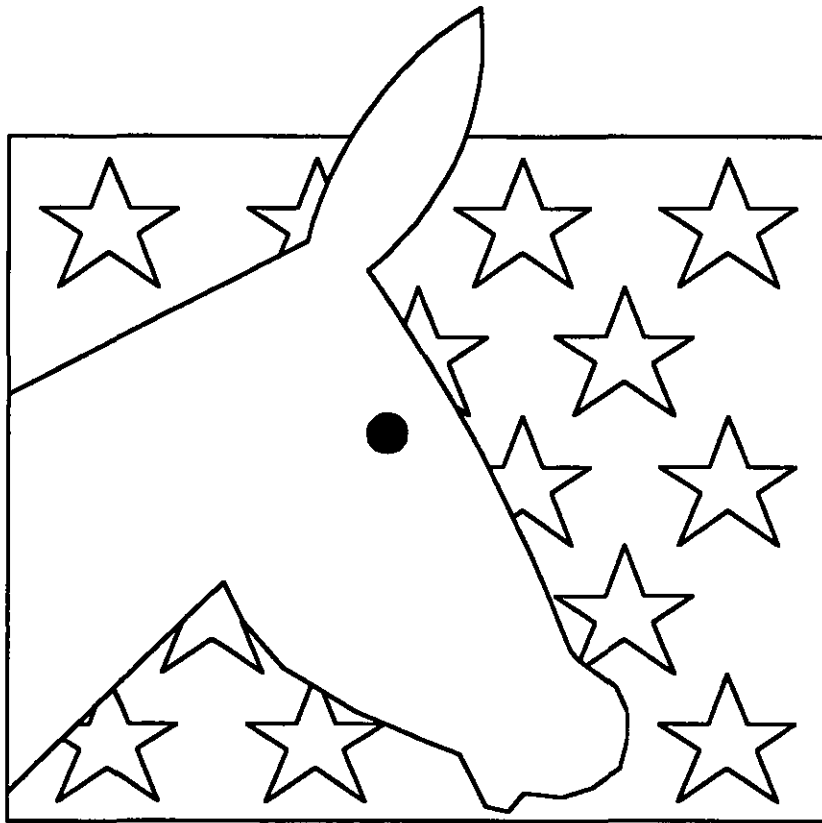
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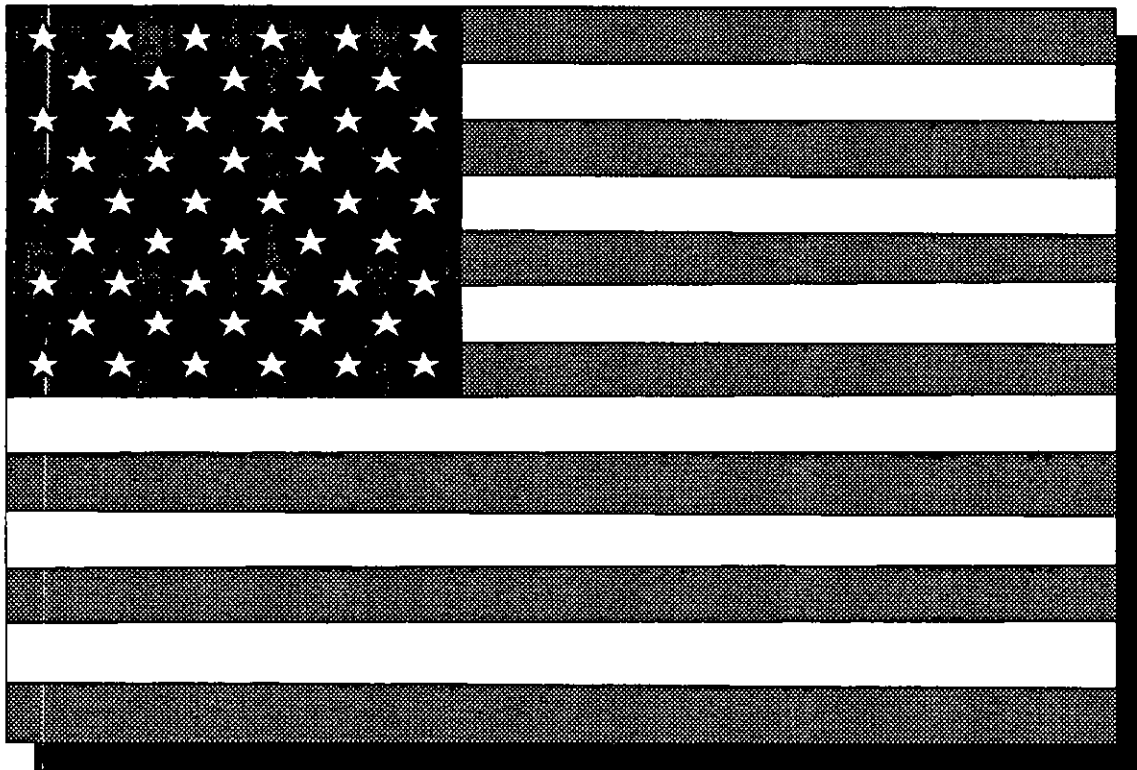
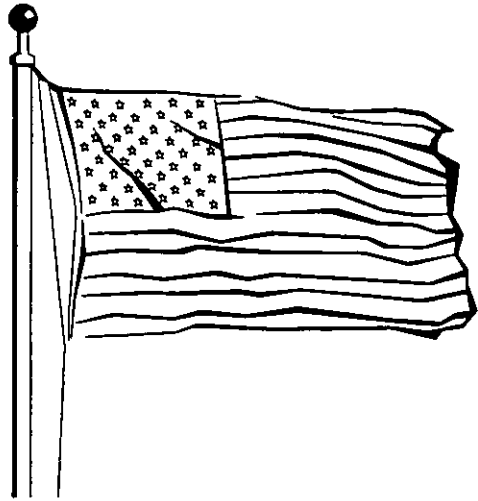
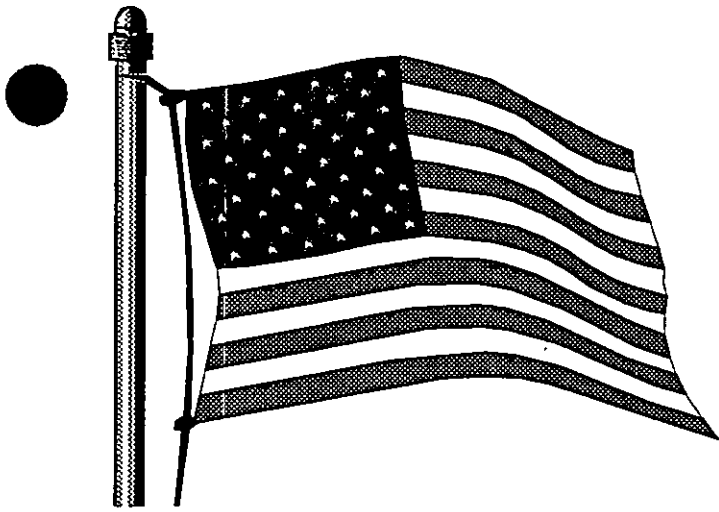
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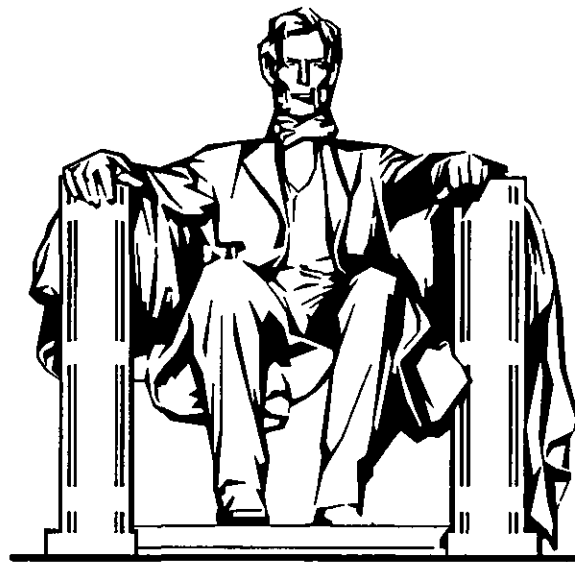
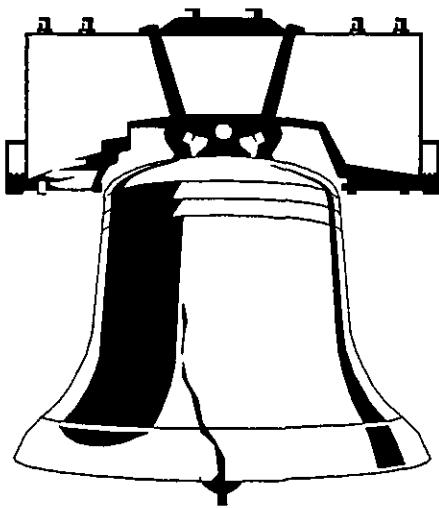
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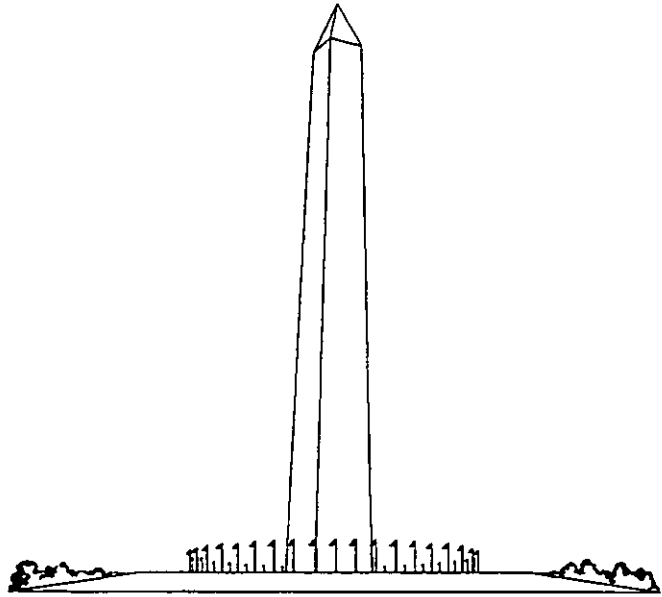
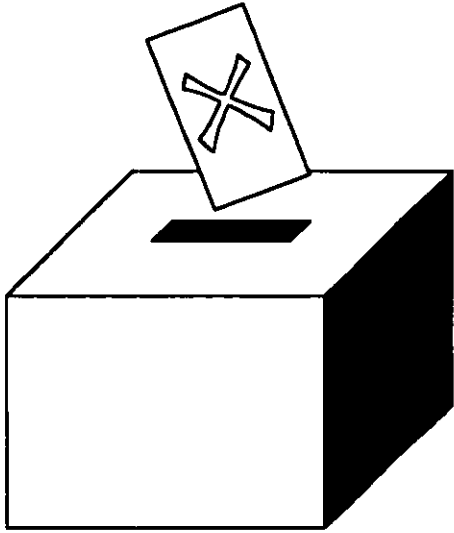
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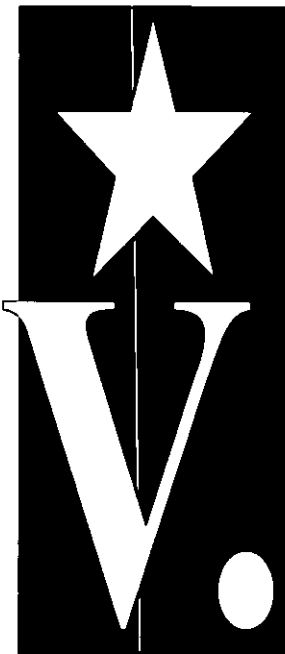
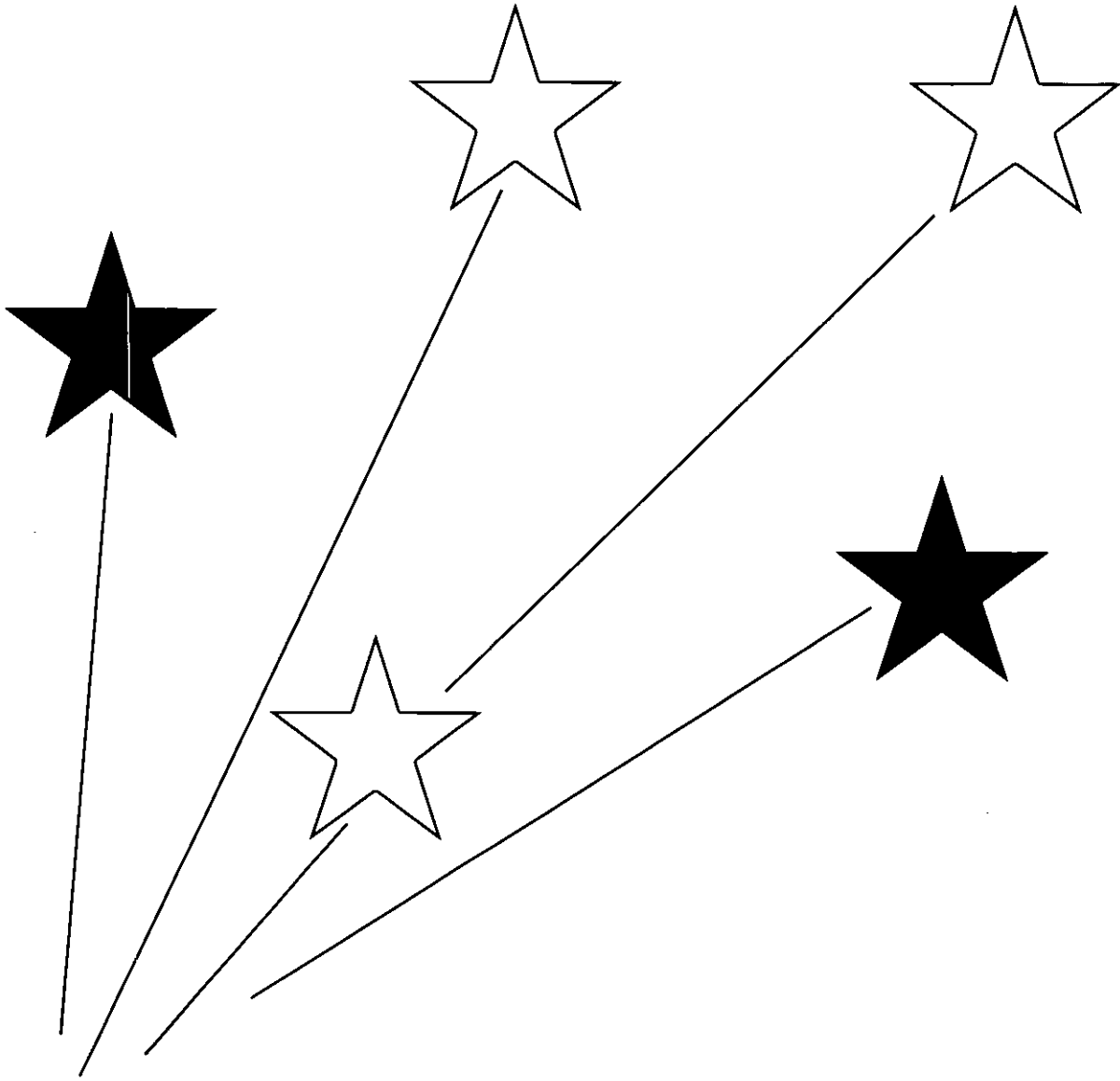
Project  
**V.O.T.E.**

Voters of Tomorrow through Education

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**V.O.T.E.**

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*Project*

V.O.T.E.

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**The Legislature of the State of Texas****Street Address**

State Capitol, 100 East 11th Street, Austin, Texas 78701

**Mailing Address**

P.O. Box 12068, Capitol Station, Austin, Texas 78711-2068 (Senate)

P.O. Box 2910, Capitol Station, Austin, Texas 78768-2910 (House)

**Phone**

(512) 463-0001, Lieutenant Governor

(512) 463-0100, Secretary of the Senate

(512) 463-3000, Speaker of the House

**Fax**

(512) 463-0326, Senate

(512) 463-5896, House

**Electronic Resources**

Texas Legislative Information System

Anonymous FTP: <ftp://capitol.tlc.texas.gov/pub/>

Telnet: <telnet://gopher@capitol.tlc.texas.gov/>

Gopher: <gopher://capitol.tlc.texas.gov/>

**Legislative Leaders**

By virtue of office, the Lieutenant Governor is the President of the Senate, elected by the people for a four year term; and the Speaker of the House is elected by the membership of the House of Representatives for a two-year term.

**Description**

The Texas Constitution vests all legislative power of the state in a Senate and a House of Representatives, together called the Legislature of the State of Texas. By virtue of office, the lieutenant governor is the president of the Senate, with the right to debate and vote on questions in committee of the whole and the right to cast the deciding vote when the chamber is equally divided. The Senate elects one of its members president pro tempore to perform the duties of the lieutenant governor during his or her absence or disability or when the office is vacant. Biennially, the House of Representatives elects a speaker from its membership to serve as its presiding officer.

## ***Legislative Reference Library***

### ***Street Address***

State Capitol, Room 2N.3, 1100 North Congress, Austin, Texas 78701

### ***Mailing Address***

P.O. Box 12488, Capitol Station, Austin, Texas 78711-2488

### ***Phone***

(512) 463-1252

### ***Fax***

(512) 475-4626

### ***Agency Head***

The Director is appointed by the board.

### ***Description***

The Legislative Reference Library was a division of the Texas State Library until 1969, when it became a separate agency. The library furnishes information to legislators and their staff members as well as to heads and employees of state agencies and citizens of the state.

**Governor's Office****Street Address**

333 Guadalupe, Austin, Texas 78714-9104

**Mailing Address**

P.O. Box 12428, Capitol Station, Austin, Texas 78711-2428

**Phone**

(512) 463-2000

**Fax**

(512) 463-1849

**Electronic Resources**

Texas Victim Assistance Network (TVAN)  
BBS Modem: 1-800-262-8826, (512) 463-3344  
Access via the Comptroller's BBS  
BBS Modem: 1-800-227-8392, (512) 475-1051

**Toll-Free Phones**

(800) 252-8477, Crime Stoppers Program  
(800) 252-3423, Crime Victim Clearinghouse  
(800) 392-3352, Runaway Hotline (calls originating in Texas)  
(800) 231-6946, Runaway Hotline (calls originating outside Texas)

**Agency Head**

The Governor is elected by the people for a four-year term. Eligibility Requirement: must be at least thirty years old and a resident of Texas for the five years immediately preceding election.

**Description**

The Governor of Texas is the chief executive of the state, elected by the citizens every four years. The governor's constitutional duties and responsibilities include serving as commander-in-chief of the state's military forces, convening special sessions of the legislature for specific purposes, and delivering to the legislature at the beginning of each regular session a report on the condition of all public money required to be raised by taxation. The governor can also grant reprieves and commutations of punishment and pardons, remit fines and forfeitures upon the recommendation of the Board of Pardons and Paroles, and revoke conditional pardons; approve or veto every bill passed in the legislature; and fill by appointment, subject to senate confirmation, vacancies in state or district elective offices, except those in the legislature, until the next general election following the creation of such a vacancy. The governor issues writs of election to fill vacancies in the state legislature, U.S. House of Representatives, and U.S. Senate. In the case of the U.S. Senate, he or she has the power to appoint someone to serve until the election. In addition, the governor is authorized to appoint state officials and members of state boards, commissions, and task forces that carry out the laws and direct the policies of state government activities.

## ***Lieutenant Governor***

### ***Street Address***

State Capitol, 100 East 11th Street, Austin, Texas 78701

### ***Mailing Address***

P.O. Box 12068, Capitol Station, Austin, Texas 78711-2068

### ***Phone***

(512) 463-0001

### ***Fax***

(512) 463-0356

### ***Agency Head***

The Lieutenant Governor is elected by the people for a four-year term. Eligibility requirements: must be at least thirty years old and a resident of Texas for the five years immediately preceding election.

### ***Description***

The Office of lieutenant governor is one of the most powerful and influential posts in Texas government. The lieutenant governor's responsibilities are defined by three sources: the Texas Constitution, the statutes, and the Rules of the Senate. The Constitution directs that the lieutenant governor may be called upon to assume the office of governor at any time. If the governor is absent from the state or in the event of his or her death, resignation, impeachment, or inability or refusal to serve, the lieutenant governor is authorized to exercise the powers and authority of the governor until another is elected at a general election and is duly qualified or until the Governor- impeached, absent or disabled -is acquitted, returns to the State, or recovers. The Constitution also makes the lieutenant governor the president of the Texas Senate.

## **Texas Commission on the Arts**

### **Street Address**

920 Colorado, 5th Floor, Austin, Texas 78701

### **Mailing Address**

P.O. Box 13406, Capitol Station, Austin, Texas 78711-3406

### **Phone**

(512) 463-5535

### **Toll-Free Phone**

(800) 252-9415

### **Fax**

(512) 475-2699

### **Agency Head**

The Executive Director is appointed by the commission.

### **Description**

The Legislature established the Texas Commission on the Arts in 1965 to develop a receptive climate for the arts in Texas, attract outstanding artists to Texas, serve as a source of arts information to state government and Texas at large, and expand and enhance cultural opportunities for all Texans. The commission advises the General Services Commission, Texas Historical Commission, Texas State Library, Texas Department of Transportation, and other state agencies to encourage and develop an appreciation for the arts. It advises on the creation, acquisition, construction, erection, or remodeling by the state of any work of art. It can also advise the governor, when requested, on the artistic character of buildings constructed, erected, or remodeled by the state.



**Texas Commission on Alcohol and Drug Abuse**

**Address**

710 Brazos Street, Austin, Texas 78701-2576

**Phone**

(512) 867-8700

**Fax**

(512) 474-6675

**Agency Head**

The Executive Director is appointed by the commission.

**Description**

The Texas Commission on Alcohol and Drug Abuse, originally the Texas Commission on Alcoholism, was created in 1953 to promote the establishment of treatment programs to reclaim, rehabilitate, and socially reestablish alcoholics. In 1985 the legislature expanded the agency's authority to include services for drug abuse as well as alcohol abuse. Legislation passed in 1991 substituted the term "chemical dependency" for "alcohol and drug abuse" in the statute governing the commission's responsibilities.

## **Attorney General**

### **Street Address**

Price Daniel Building, 209 West 14th and Colorado Streets, 8th Floor,  
Austin, Texas 78701

### **Mailing Address**

P.O. Box 12548, Capitol Station, Austin, Texas 78711-2548

### **Phone**

(512) 463-2100

### **Fax**

(512) 463-2063

### **Toll-Free Phone**

(800) 252-8011, to report fraudulent or excessive Medicaid payments, elder abuse  
or neglect in health care facilities, or misappropriation of patient trust funds  
(800) 252-8014, Child Support Hotline

### **Agency Head**

The Attorney General is elected by the people for a four-year term.

### **Description**

The attorney general is charged by the Texas Constitution to defend the laws and the Constitution of the State of Texas, represent the state in litigation, and approve public bond issues. To fulfill these responsibilities, the attorney general serves as legal counsel to the governor, the legislature, and more than three hundred boards and agencies of state government; issues legal opinions when they are requested by the governor, heads of state departments, and other officials and agencies as provided by Texas statutes; administers the various divisions, sections, and committees that make up the Office of the Attorney General (OAG); and sits as an ex officio member of certain state committees and commissions.

## **Texas Commission for the Blind**

### **Street Address**

4800 North Lamar Boulevard, Austin, Texas 78756

### **Mailing Address**

P.O. Box 12866, Capitol Station, Austin, Texas 78711-2866

### **Phone**

(512) 459-2500

### **Toll-Free Phone**

(800) 252-5204 (voice or TDD)

### **Fax**

(512) 459-2685

### **Agency Head**

The Executive Director is appointed by the commission.

### **Description**

The Texas Commission for the Blind, originally named the State Commission for the Blind, was established in 1931 to provide rehabilitation and other services to blind residents not receiving such services from other sources. In 1965 the commission's scope was broadened to include all the state's visually impaired citizens, but the commission does not offer its client population welfare services or services that regularly established educational agencies and state authorities provide for children.

## **Texas Department of Commerce**

### **Street Address**

1700 North Congress, Stephen F. Austin Building, Austin, Texas 78701

### **Mailing Address**

P.O. Box 12728, Capitol Station, Austin, Texas 78711-2728

### **Phone**

(512) 472-5059  
(512) 936-0190, Smart Jobs Fund Program

### **Fax**

(512) 936-0303

### **Electronic Resources**

Texas Marketplace  
BBS Modem: 1-800-446-8676, (512) 320-9690  
Access via Comptroller's BBS  
BBS Modem: 1-800-227-8392, (512) 475-1051  
Telnet: telnet://guestPASSWORD Guest@taxis.tdoc.texas.gov/

### **Taxis**

Gopher: gopher://gopher.tdoc.texas.gov/

### **Texas-ONE**

Gopher: gopher://texas-one.org/  
WWW: http://texas-one.org/

### **Agency Head**

The Executive Director is appointed by the governor with the advice and consent of the Senate for a two-year term.

### **Description**

On September 1, 1987, the state legislature created the Texas Department of Commerce by consolidating several state agencies, commissions, and boards, including the Texas Economic Development Commission, Texas Tourist Development Agency, Texas World Trade Council, Texas World Trade Development Authority, Enterprise Zone Board, Technology Training Board, Texas Music Commission, and Texas Film Commission. The Job Training Partnership Act and the Community Development Block Grant programs were also transferred to the department from the Texas Department of Community Affairs.

## **Comptroller of Public Accounts**

### **Street Address**

111 West 6th Street, Starr Building, Austin, Texas 78701

### **Mailing Address**

P.O. Box 13528, Capitol Station, Austin, Texas 78711-3528

### **Phone**

(512) 463-4600

### **Toll-Free Phone**

(800) 252-5555, taxes and payee identification numbers  
(800) 232-8927, reports of waste in government

### **Fax**

(512) 475-0900

### **Electronic Resources**

Window on State Government  
BBS Modem: 1-800-227-8392, (512) 475-1051  
Telnet: telnet://window.texas.gov/  
WWW: <http://www.window.texas.gov/>

### **Agency Head**

The Comptroller is elected by the people for a four-year term.

### **Description**

The comptroller of public accounts holds responsibility for maintaining effective methods for accounting for the state's funds, serves as the state's principal tax administrator and collector of tax revenue, and provides the research and statistics necessary for revenue estimating and certification. The comptroller is required by statute to provide the legislature with a sworn financial statement showing the financial condition of the state at the close of the last fiscal year and an estimate of the probable revenue and expenditures for the current fiscal year. This statement must also contain an itemized estimate of the state's anticipated revenue, showing fully the fund accounts to be credited during the succeeding biennium. The comptroller must then certify that the general appropriations bill is within the amount estimated to be available in the affected funds.

## **Texas Education Agency**

### **Address**

1701 North Congress Avenue, Austin, Texas 78701-1494

### **Phone**

(512) 463-8985

### **Fax**

(512) 463-9008

### **Electronic Resources**

Texas Education Network (TENET)  
Telnet: <http://www.texas.gov/agy/701.telnet/>  
Gopher: <gopher://gopher.tenet.edu/>  
WWW: <http://www.tenet.edu/>

Texas Education Agency  
Gopher: <gopher://gopher.tea.texas.gov/>  
WWW: <http://www.tea.texas.gov/>

### **Agency Head**

The Commissioner of Education is nominated by the board and appointed by the governor with the advice and consent of the senate for a four-year term.

### **Description**

In 1949 state management of public education in Texas was reorganized and the legislature abolished the elective office of state superintendent of public instruction, which had been created in 1884, and the appointive State Board of Education, dating from 1929. The legislature created a central education agency—the Texas Education Agency (TEA)—composed of an elected State Board of Education (to serve also as the State Board for Vocational Education); a commissioner of education, originally appointed by the board and now appointed by the governor; and a professional, technical, and clerical staff. This agency coordinates all public educational activities and services except those of colleges and universities. In 1984 the legislature created the Legislative Education Board to oversee the implementation of legislatively mandated education reforms and policies.

## **Texas Ethics Commission**

### **Street Address**

1101 Camino La Costa, Austin, Texas 78752

### **Mailing Address**

P.O. Box 12070, Capitol Station, Austin, Texas 78711-2070

### **Phone**

(512) 463-5800

### **Toll-Free Phone**

(800) 325-8506

### **Fax**

(512) 463-5777

### **Electronic Resources**

Ethics Commission BBS

BBS Modem: (512) 458-9424

Access via Comptroller's BBS

BBS Modem: 1-800-227-8392, (512) 475-1051

### **Agency Head**

The Executive Director is appointed by the commission.

### **Description**

In the November 1991 general election, Texas voters approved a constitutional amendment that created the Texas Ethics Commission. Established as a functioning agency on January 1, 1992, the commission is a resource for questions regarding the applicability of state ethics laws and has the power to investigate allegations of violations of ethics laws and to penalize violations. It also sponsors ethics training and informational programs and explains compliance guidelines.

## **Texas Commission on Fire Protection**

### **Street Address**

12675 Research Boulevard, Austin, Texas 78759

### **Mailing Address**

P.O. Box 2286, Austin, Texas 78768-2286

### **Phone**

(512) 918-7100

### **Fax**

(512) 918-7107

### **Agency Head**

The Executive Director is appointed by the commission.

### **Description**

In 1991 the 72nd Legislature created the Texas Commission on Fire Protection by consolidating the Fire Department Emergency Board and the Commission on Fire Protection Personnel Standards and Education and transferring certain fire protection duties, including oversight of the state fire marshal and key rate municipal inspections, from the State Board of Insurance. The Fire Department Emergency Board had been created in 1990 as an adjunct to the Office of the State Fire Marshal to provide loans to fire-fighting organizations and scholarships for their members. The Commission on Fire Protection Personnel Standards and Education had been created in 1969 to develop minimum standards for entry-level training of fire fighters. The Office of the State Fire Marshal was created in 1975 within the State Board of Insurance to assist in fire investigations and arson prosecutions and to coordinate, train, and provide technical support to municipal and rural fire departments.



## **General Land Office**

### **Street Address**

Stephen F. Austin State Office Building, Room 835  
1700 North Congress Avenue, Austin, Texas 78701-1496

### **Phone**

(512) 463-5001

### **Toll-Free Phone**

(800) 852-3224, Texas Clean Shores program  
(800) 252-VETS, Texas Veterans Land Board Information Center

### **Fax**

(512) 475-1558

### **Electronic Resources**

#### **ESource**

BBS Modem: 1-800-831-8826, (512) 463-6257

Access via Comptroller's BBS

BBS Modem: 1-800-227-8392, (512) 475-1051

#### **Geographical Information System (GIS)**

Anonymous FTP: <ftp://tnris.twdb.texas.gov/pub/glo/>

Wetland Resources Database Prototype (use "galveston" as query)

WAIS: <wais://sabine.glo.texas.gov:7700/sp-multi-glo/>

### **Agency Head**

The Land Commissioner is elected by the people for a four-year term.

### **Description**

When Texas declared independence from Mexico in 1836, one of the first acts of the Congress of the Republic was to create the General Land Office, which was charged with verifying Spanish and Mexican titles to determine which land was in the public domain and which was privately owned. On entering the Union in 1845, Texas retained almost 200 million acres of public land. The state's constitution charged the General Land Office with the supervision and management of these public lands.

## **Texas Department of Health**

### **Address**

1100 West 49th Street, Austin, Texas 78756

### **Phone**

(512) 458-7111

### **Electronic Resources**

State EMS

BBS Modem: (512) 834-6638

Access via Comptroller's BBS

BBS Modem: 1-800-227-8392, (512) 475-1051

Department of Health

Gopher: <gopher://gopher.tdh.texas.gov/>

WWW: <http://www.tdh.texas.gov/>

### **Agency Head**

The Commissioner of Health is appointed by the board. Eligibility requirement: must be licensed to practice medicine in Texas.

### **Description**

The Texas Department of Health (TDH) was created in 1879 as the Texas Quarantine Department, charged primarily with isolating and preventing epidemic diseases such as smallpox, cholera, and typhoid fever. Over the next century, the department became the state's primary agency for public health planning, services, and regulation. It assumed its current name in 1978.

**Texas Historical Commission**

**Street Address**

1511 Colorado Street, Austin, Texas 78701

**Mailing Address**

P.O. Box 12276, Capitol Station, Austin, Texas 78711-2276

**Phone**

(512) 463-6100

**Fax**

(512) 475-4872

**Agency Head**

The Executive Director is appointed by the commission.

**Description**

The Texas Historical Commission was created in 1953 to administer a comprehensive preservation program under state law. The agency also administers the National Historic Preservation Act of 1966, as amended. The Texas State Historical Survey Committee was the commission's predecessor.

## **Texas Department of Human Services**

### **Street Address**

701 West 51st Street, Austin, Texas 78751

### **Mailing Address**

P.O. Box 149030, Austin, Texas 78714-9030

### **Phone**

(512) 450-3011

### **Fax**

(512) 450-4220

### **Electronic Resources**

DHS

WWW: <http://www.dhs.state.tx.us/>

### **Agency Head**

The Commissioner is appointed by the board.

### **Description**

The Texas Department of Human Services (DHS), originally created as the Department of Public Welfare in 1939, administers financial and medical assistance programs derived from both state and federal funds and offers social services to families and children, the aged, and the disabled. DHS services targeted to low-income clients include financial and nutritional assistance as well as access to health care, child care, employment services, nursing home services, and community care for aged and disabled persons. The agency also regulates long-term care facilities and administers programs for survivors of family violence and victims of natural disasters.

**Texas State Library and Archives Commission**

**Street Address**

Lorenzo de Zavala State Archives and Library Building  
1201 Brazos Street, Austin, Texas 78701

**Mailing Address**

P.O. Box 12927, Austin, Texas 78711-2927

**Phone**

(512) 463-5460

**Fax**

(512) 463-5436

**Electronic Resources**

Texas State Library System  
Telnet: telnet://link@link.tsl.texas.gov/

Link

Gopher: gopher://link.tsl.texas.gov/

**Agency Head**

The Director and Librarian are appointed by the commission.

**Description**

The legislature created the Library and Historical Commission in 1909 to direct the Texas State Library, aid and encourage libraries, and collect materials relating to the history of Texas. In 1979 the name was changed to the Texas State Library and Archives Commission.

## **Texas Parks and Wildlife Department**

### **Street Address**

4200 Smith School Road, Austin, Texas 78744

### **Phone**

(512) 389-4800

### **Toll-Free Phone**

(800) 792-1112, department information

(800) 792-GAME, Operation Game Thief

### **Fax**

(512) 389-4894

### **Electronic Resources**

The Outdoor BBS

BBS Modem: (512) 389-4430

Access via Comptroller's BBS

BBS Modem: 1-800-227-8392, (512) 475-1051

### **Agency Head**

The Executive Director is appointed by the commission.

### **Description**

The Texas Parks and Wildlife Department provides outdoor recreational opportunities through managing and protecting wildlife and wildlife habitat and acquiring and managing parklands and historic areas. It has inherited the functions of several earlier state entities designed to protect the natural resources of Texas. In 1895 the legislature created the Fish and Oyster Commission to regulate fishing. The Game Department was added to the commission in 1907. The State Parks Board was created as a separate entity in 1923. Projects of the federal Civilian Conservation Corps added substantially to the state's park lands in the 1930's.

## **Texas Department of Public Safety**

### **Street Address**

5805 North Lamar Boulevard, Austin, Texas 78752

### **Mailing Address**

P.O. Box 4087, Austin, Texas 78773-4087

### **Phone**

(512) 465-2000

### **Toll-Free Phone**

(800) 525-5555, rural highway emergencies (where 911 is unavailable)  
(800) 346-3243, missing persons hotline  
(800) 772-7677, to report a rail signal malfunction  
(800) 292-5787, motorcycle safety

### **Fax**

(512) 483-5708

### **Agency Head**

The Director is appointed by the commission.

### **Description**

In 1935 the legislature incorporated the Texas Rangers, which had been under the Adjutant General's Department, and the State Highway Patrol, then under the Texas Highway Department, into the Texas Department of Public Safety (DPS) in an effort to organize the state's crime prevention and traffic control more adequately. The DPS has evolved into an organization with broad authority and responsibility for law enforcement and the general maintenance of public safety. It administers various laws relating to motor vehicles, including police traffic supervision, driver licensing, and motor vehicle inspection. The department also enforces criminal laws in cooperation with local, federal, and other state law enforcement agencies. In 1991 the DPS assumed responsibility for security in the Capitol complex, a function that had until then rested with the State Purchasing and General Services Commission.

## **Railroad Commission of Texas**

### **Street Address**

William B. Travis State Office Building  
1701 North Congress Avenue, Austin, Texas 78701

### **Mailing Address**

P.O. Box 12967, Austin, Texas 78711-2967

### **Phone**

(512) 463-7288

(512) 463-6788, to report railway accidents or accidents involving oil or gas, LP-gas, compressed natural gas, or oil or gas products pipelines

### **Fax**

(512) 463-7161

### **Electronic Resources**

Cross-Ties

BBS Modem: (512) 463-6074

Access via Comptroller's BBS

BBS Modem: 1-800-227-8392, (512) 475-1051

### **Agency Head**

The policy-making body of the agency is a three-member commission, elected by the people to overlapping six-year terms. Eligibility requires commissioners must be qualified voters, be at least 25 years old, and have no concerns with any railroad. These are full-time salaried positions, and the commissioners elect a chair.

### **Description**

In 1890 an amendment to the Texas Constitution authorized the creation of the first regulatory agency in the state, the Railroad Commission of Texas. In April of the following year, the legislature created the commission and authorized it to regulate rates and tariffs charged by intrastate railroads and properties connected with railroads, to prevent unjust discrimination, to correct abuses, and in general to enforce state laws concerning railroads. Despite its name, the commission's duties have expanded over the years to include regulation of commercial motor vehicle transportation, gas utilities, oil and gas pipelines in wholly intrastate operations, dealers and handlers of liquefied petroleum gas and compressed natural gas, oil and gas production, and surface mining of coal, uranium, and iron ore gravel.



## **Secretary of State**

### **Street Address**

State Capitol, Room 1E.8, Austin, Texas 78701

### **Mailing Address**

P.O. Box 12887, Capitol Station, Austin, Texas 78711-2887

### **Phone**

(512) 463-5701

### **Toll-Free Phone**

(800) 252-VOTE, for election matters

### **Fax**

(512) 475-2761

### **Electronic Resources**

Secretary of State

Gopher: <gopher://198.213.44.16:1500/>

Texas Register

WWW: <http://register.sos.texas.gov/>

### **Agency Head**

The Secretary of State is appointed by the governor and confirmed by the senate for a four-year term concurrent with the governor's.

### **Description**

The secretary of state, a constitutional officer of the state's executive branch, is responsible for authenticating the publication of all laws passed by the legislature, approving the comptroller's accounts against the state before they are passed on to the treasurer for payment, and keeping a register of all official acts and proceedings of the governor and all appointments to state boards and commissions. As chief election officer, the secretary of state is responsible for the interpretation and application of the State Election Code. The secretary is designated by the Constitution as keeper of the Seal of the State of Texas. The office is also the principal repository of many business-related filings in the state, including corporation and Uniform Commercial Code filings.

## **State Treasury Department**

### **Street Address**

State Treasury Building, 200 East 10th Street, Austin, Texas 78701

### **Mailing Address**

P.O. Box 12608, Capitol Station, Austin, Texas 78711-2608

### **Phone**

(512) 463-6300

### **Toll-Free Phone**

(800) 654-3463, for unclaimed property inquiries only

(800) 388-2883, for inquiries about tobacco tax

(800) 234-5447, for TexPool

(800) 766-7777, for TEXNET

### **Fax**

(512) 463-6315

### **Agency Head**

The State Treasurer is elected by the people for a four-year term. Officeholder must give a bond payable for \$70,000.

### **Description**

The State Treasury Department is headed by the state treasurer, an elected official, one of the seven officers of the executive branch established by the Texas Constitution. The state treasurer is essentially the state's banker and, as such, receives, invests, and cares for all money deposited to state funds and accounts; reviews and pays all warrants issued by the comptroller of public accounts; and manages and cares for the securities deposited in trust and purchased for the state's investment funds. The treasurer also administers, collects, and enforces taxes on the sale of cigarettes and tobacco products; receives unclaimed property held in trust and administers unclaimed property laws; and administers and invests local government monies invested in TexPool, a local government investment pool. In addition, the Treasury is the agent for paying bonds and coupons for counties, municipalities, and school districts and manages funds in the Texas Treasury Safekeeping Trust Company.

## **Texas Veterans Commission**

### **Street Address**

E.O. Thompson State Office Building, Sixth Floor, Austin, Texas 78701

### **Mailing Address**

P.O. Box 12277, Austin, Texas 78711-2277

### **Phone**

(512) 463-5538

### **Fax**

(512) 475-2395

### **Agency Head**

The Executive Director is appointed by the commission.

### **Description**

In 1927 the 40th Legislature created the Veterans State Service Office to inform veterans of their rights when applying for entitlements. In 1947 this office became the Veterans Affairs Commission, and in 1985 it was renamed the Texas Veterans Commission. Before 1927 the state had provided direct benefits to the veterans of the War for Texas Independence and the Civil War, and federal benefits had been provided directly to veterans of the Indian Wars, Spanish American War, Mexican border actions, and World War I. After World War I, the growing complexity of veterans' claims led the state to recognize a responsibility to assist veterans when they applied for entitlements.

## **Texas Natural Resource and Conservation Commission**

### **Street Address**

12100 Park 35 Circle, Austin, Texas 78753

### **Mailing Address**

P.O. Box 13087, Capitol Station, Austin, Texas 78711-3087

### **Phone**

(512) 239-1000

(512) 463-7727, twenty-four hour pollution reporting hotline

(512) 239-4000, citizen assistance (Ombudsmen)

(512) 239-3500, local government assistance

### **Toll-Free Phone**

(800) 447-2827, small business assistance

(800) 64-TEXAS, Information Center/Clean Texas 2000

### **Fax**

(512) 239-5533

### **Electronic Resources**

TNRCC OnLine

BBS Modem: (512) 239-0700

Access via Comptroller's BBS

BBS Modem: 1-800-227-8392, (512) 475-1051

Geographic Information System (GIS) files from TNRIS  
Anonymous FTP: <ftp://tnris.twdb.texas.gov/pub/tnrcc>

Wetlands Resource Database Prototype  
WAIS: <wais://irgate.tnrcc.texas.gov:7700/sp-multi-tnrcc/>

TNRCC

Anonymous FTP: <ftp://ftp.tnrcc.texas.gov/>

WWW: <http://www.tnrcc.texas.gov/>

### **Agency Head**

The Executive Director is appointed by the commission.

### **Description**

With the creation of the Texas Natural Resource Conservation Commission (TNRCC) on September 1, 1993, Texas established one of the most comprehensive state environmental programs in the nation, consolidating functions that had been dispersed throughout a variety of state agencies and boards. The new agency combined the Texas Water Commission (TWC), Texas Air Control Board, and several smaller boards and programs over a two-year period that began in 1991 with the passage of Senate Bill 2 by the 72nd Legislature. In accordance with the provisions

of the act, sections of the Texas Department of Health dealing with solid waste, drinking water protection, and wastewater treatment were transferred to TWC by March 1, 1992. On September 1, 1992, the Texas Water Well Drillers Board and the Board of Irrigators were abolished and their functions transferred to TWC. On September 1, 1993 the Texas Air Control Board was abolished and its functions transferred to the new TNRCC. The Texas Water Commission became the core of TNRCC, and TWC's three full-time commissioners automatically became the commissioners of TNRCC.

**Supreme Court of Texas****Street Address**

Supreme Court Building, Room 103, 201 West 14th Street, Austin, Texas 78701

**Mailing Address**

P.O. Box 12248, Capitol Station, Austin, Texas 78711-2248

**Phone**

(512) 463-1312

**Fax**

(512) 463-1365

**Agency Head**

The Chief Justice is elected by the people for a six-year term.

**Description**

Created in 1845 as the highest civil court in the state, the Supreme Court of Texas has statewide final appellate jurisdiction in most civil and juvenile cases. Its major responsibilities are hearing oral arguments, deciding cases appealed to it, and writing opinions.

## ***Court of Criminal Appeals***

### ***Street Address***

Tom C. Clark Supreme Court Building, 205 West 14th Street, Suite 106,  
Austin, Texas 78701

### ***Mailing Address***

P.O. Box 12308, Capitol Station, Austin, Texas 78711

### ***Phone***

(512) 463-1551

### ***Agency Head***

The Presiding Judge is elected by the people for a six-year term.

### ***Description***

The Court of Criminal Appeals is the highest criminal court in the state and holds final appellate jurisdiction in most criminal cases. Created in 1891, it has exclusive jurisdiction over automatic appeals in death penalty cases and appellate jurisdiction in all criminal cases except those appealed from an inferior court to a county court-at-law with an imposed fine not exceeding \$100.

**Executive Branch of the United States****Mailing Address**

The Honorable (Full Name)  
President of the United States  
The White House  
1600 Pennsylvania Avenue, NW  
Washington, D.C. 20500

**Phone**

(202) 456-2663

**Electronic Resources**

White House  
WWW: <http://www.whitehouse.gov/>

**E-Mail**

President@whitehouse.gov  
WWW: [http://www.whitehouse.gov/white\\_house/mail/html/pres\\_1.html/](http://www.whitehouse.gov/white_house/mail/html/pres_1.html/)

**Agency Head**

The President is elected by the people for a four-year term.

**Description**

The President shall be Commander-in-Chief of the Army and Navy of the United States, and of the militia of the several States, when called into actual service of the United States; ...

He shall have power, by and with the advice and consent of the Senate, to make treaties, provided two-thirds of the Senators present concur; and he shall nominate, and by and with the advice and consent of the Senate, shall appoint ambassadors, other public ministers and consuls, judges of the Supreme Court, and all other officers of the United States.

He shall from time to time give to Congress information of the state of the Union,...

*This is in part the duties of the President of the United States as defined in the Constitution of the United States.*



**Executive Branch of the United States**

**Mailing Address**

The Honorable (Full Name)  
The Vice-President of the United States  
Old Executive Office Building  
17th & Pennsylvania Avenue  
Washington, D.C. 20501

**Phone**

(202) 456-2663

**Electronic Resources**

White House  
WWW: <http://www.whitehouse.gov/>

**E-Mail**

Vice.President@whitehouse.gov  
Vice-President@whitehouse.gov  
WWW: [http://www.whitehouse.gov/white\\_house/mail/html/vp\\_1.html/](http://www.whitehouse.gov/white_house/mail/html/vp_1.html/)

**Agency Head**

The Vice-President is elected by the people for a four-year term.

**Description**

The Vice-President of the United States shall be President of the Senate, but shall have no vote, unless they be equally divided. The Vice-President of the United States shall serve as President if the President is unable or unwilling to serve.

## **United States Congress**

### **Mailing Address**

The Honorable (Full Name)  
United States Senator  
Washington, D.C. 20510

The Honorable (Full Name)  
United States House of Representatives  
Washington, D.C. 20515

### **Phone**

The Capitol Complex operator phone number is (202) 224-3121

### **Electronic Resources**

United States House of Representatives  
Gopher: <gopher://gopher.house.gov:70/1/>  
WWW: <http://www.house.gov/>  
WAIS: <wais://quake.think.com/info?ushouse/>

United States Senate  
Anonymous FTP: <ftp://senate.gov/>  
Gopher: <gopher://gopher.senate.gov:70/1/>

### **E-Mail**

House: [Congress@hr.house.gov](mailto:Congress@hr.house.gov)

### **Legislative Leaders**

By virtue of office, the Vice President is the President of the Senate, elected by the people for a four-year term; the President Pro Tempore, Senate Majority Leader, and Senate Minority Leader are elected by the membership of the Senate; the Speaker of the House, House Majority Leader, and House Minority Leader are elected by the membership of the House of Representatives.

### **Description**

The Congress of the United States consists of the Senate and the House of Representatives and with this body lies all the legislative power in the United States of America.

### ***Local Libraries***

Contact your local Public or School Library.

Your local libraries can provide information on almost any subject and are a great place to start any project.

### ***Voter Registrar/Tax Assessor Collector***

Contact your local Voter Registrar/Tax Assessor Collector

Your local VR/TAC can provide precinct information and local voter registration information.

### ***County Clerk/Elections Administrator***

Contact your local County Clerk/Elections Administrator

Your local CC/EA can provide election information, polling place location, and ballot information.

### ***Other Local Sources***

Other local sources of information in your area might be: City Offices, Office of the Mayor, District Attorney's Office, your local Council of State Government, your local Education Service Center, and County Offices. Please consult your local telephone directory for further information.

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