



# Nevada Secretary of State

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## Student Mock Election Manual



# Letter from Secretary Aguilar



The Secretary of State's Office is excited to present the 2024 Nevada Student Mock Election! This goal of this program is to increase civic engagement and education with our youth across Nevada, and get students excited about participating in elections as they become young adults.

Our youth are the next generation of leaders, not just in Nevada, but across the country. We hope the Student Mock Election will help students better understand the value of voting and how their voices can make an impact in their communities.

Thank you for participating in the Nevada Student Mock Election!

*Signature*



Francisco V. Aguilar  
Nevada Secretary of State

# A Message from the Advisory Committee on Participatory Democracy & the Youth Advisory Task Force

## Advisory Committee on Participatory Democracy

*"Tell me and I forget, teach me and I may remember, involve me and I learn."* Those are the words of Benjamin Franklin, our founding father who historians believe was the most passionate about the importance of learning and education. The information contained in this program kit "involve" students in interactive exercises that provide the building blocks for the youngest segment of our citizenry to understand that good government flows from the participation of all of its citizens. The Advisory Committee on Participatory Democracy (ACPD)\* wholeheartedly supports the student mock elections program and is appreciative of the efforts of Secretary of State Aguilar and his team to ensure the program's continued success during a very busy election year. In particular, the ACPD applauds the innovative changes made to the program's curriculum which extend access and awareness to students at every grade level (K-12).

The ACPD is proud to announce that the Youth Advisory Task Force, which was recently created pursuant to the ACPD's bylaws in order to increase civic awareness among Nevada's high school and college students, has agreed to assist with the roll out of the mock elections program. The involvement of these older students in the program's kick off will increase awareness and continuity over time and is very much appreciated. Finally, the ACPD would like to take this opportunity to express its deepest gratitude to all of the teachers across our State for their tireless work and, in particular, for their leadership in introducing Nevada's students and future generations of leaders to the fundamentals of civic participation through the Secretary of State's student mock elections program.

## Youth Advisory Task Force

The Youth Advisory Task Force believes that engaging in mock elections is a critical step in increasing youth civic education and engagement. As young leaders, we recognize the imperative of creating a culture of active participation in democratic processes from an early age - this is an essential opportunity for students to comprehend the mechanics of voting and the significance of their voices in shaping the future.

Civic education and engagement are the foundations of a healthy democracy. Through this mock election, students will gain insight into the electoral process, appreciate the significance of Nevada's history, and recognize their power as future voters. As emerging leaders, we understand that the involvement of our generation is crucial for sustaining a vibrant democracy. Participation in such activities nurtures informed and active citizenship, laying the groundwork for a stronger and more dynamic society.

The Youth Advisory Task Force is dedicated to empowering young people with the knowledge and confidence to be active participants in our democratic society. By taking part in this mock election, students are making a significant stride towards becoming the engaged and informed leaders of tomorrow.

\* The ACPD and YATF are non-political and non-partisan groups created by the Nevada State legislature to support the Nevada Secretary of State's efforts to promote citizen participation in governance and the democratic process.

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# Section 1

## Student Mock Election Materials

# Terms & Definitions

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- 1. Nevada Secretary of State:** The elected official responsible for overseeing elections and maintaining official records related to elections in Nevada.
- 2. Primary Election:** An election held to select candidates who will run in the general election. In Nevada, primary elections are typically held in June.
- 3. General Election:** The election where voters choose their representatives for various offices, including local, state, and federal positions. It usually occurs in November.
- 4. Ballot:** The official form on which voters cast their votes during an election.
- 5. Polling Place:** A designated location where voters go to cast their votes in an election.
- 6. Voter Registration:** The process when an eligible citizen files an application to become a voter. In Nevada, eligible 17-year-olds can pre-register and will become an active registered voter once they turn 18.
- 7. Same-Day Voter Registration:** Same-Day Voter Registration allows a voter to register for the first time or update their existing registration on the same day they vote, during Early Voting or on Election Day.
- 8. Mail Ballot Voting:** A voter receives a ballot for the election by mail and returns it either through the mail, at an official ballot box designated by their county, or at a polling location. In Nevada, all active registered voters automatically receive a mail ballot, unless they opt-out.
- 9. Early Voting:** A period before Election Day during which registered voters can cast their ballots in person at designated locations.
- 10. Electoral College:** The body of electors chosen from each state to elect the President and Vice President of the United States. Nevada has 6 electoral votes.
- 11. Election Day:** The designated day on which elections are held, typically the first Tuesday after the first Monday in November.
- 12. Voter Turnout:** The percentage of eligible voters who participate in an election.
- 13. Candidate:** A person who seeks election to a political office.
- 14. Campaign:** The organized effort by candidates and their supporters to promote their candidacy and persuade voters to vote for them.
- 15. Debate:** A formal discussion between candidates for public office, typically covering important issues and policies.
- 16. Incumbent:** The current officeholder who is seeking reelection.

- 17. Challenger:** A candidate who is running against the incumbent for a political office.
- 18. Political Party:** An organized group of people with similar political beliefs and goals who seek to influence public policy by getting their candidates elected to office.
- 19. Ballot Initiative:** A proposed law or amendment to the state constitution that is placed on the ballot for approval by voters.
- 20. Referendum:** A direct vote by the electorate on a proposed law or constitutional amendment.
- 21. Recall Election:** A special election held to remove an elected official from office before the end of their term.
- 22. Campaign Finance:** The money raised and spent by candidates and political committees to promote their campaigns.
- 23. Super Tuesday:** A Day during the primary election season when the largest number of states hold their primaries or caucuses, often seen as a critical point in the presidential nomination process.
- 24. Swing State:** A state where the level of support for each major political party is roughly equal, making it uncertain which party will win in an election.
- 25. Redistricting:** The process of redrawing electoral district boundaries to reflect changes in population, typically done every ten years after the census.
- 26. Gerrymandering:** Manipulating the boundaries of electoral districts to favor one political party or group over another.
- 27. Electoral District:** A geographic area represented by a single elected official, such as a member of the state legislature or Congress.
- 28. Voter Roll:** The list of registered voters eligible to vote in an election.
- 29. Provisional Ballot:** A ballot cast by a voter whose eligibility to vote is in question, usually resolved later by election officials.
- 30. Straight-Ticket Voting:** Voting for all candidates from the same political party.
- 31. Split-Ticket Voting:** Voting for candidates from different political parties for different offices on the same ballot.
- 32. Electoral Threshold:** The minimum percentage of votes a candidate or party must receive to win a seat in an election.
- 33. Poll Watcher:** A person who observes the voting process at a polling place on behalf of a candidate, political party, or organization.
- 34. Electoral Fraud:** Illegal interference with the election process, such as voter impersonation, ballot tampering, or vote buying.

- 35. Ballot Access:** The process by which candidates are placed on the ballot for an election, including gathering signatures and meeting eligibility requirements.
- 36. Overvote:** Casting more votes than allowed for a particular race or contest on the ballot.
- 37. Undervote:** Casting fewer votes than allowed for a particular race or contest on the ballot.
- 38. Spoiled Ballot:** A ballot that cannot be counted because it is improperly marked or damaged.
- 39. Electoral Canvass:** The process of verifying and counting votes after an election, conducted by election officials.
- 40. Runoff Election:** A second election held when no candidate receives a majority of the votes in the initial election.
- 41. Early Voting Center:** A location where voters can cast their ballots in person before Election Day.
- 42. Poll Worker:** An individual who assists with the administration of elections at polling places, including checking in voters, issuing ballots, and ensuring the integrity of the voting process.
- 43. Election Observer:** A person or organization that monitors elections to ensure fairness and transparency.
- 44. Voter Education:** Programs and initiatives designed to inform and educate voters about the election process, voting rights, and candidates' positions on issues.
- 45. Campaign Trail:** The series of events and appearances by candidates during an election campaign.
- 46. Inauguration:** The formal ceremony marking the beginning of a new term in office for elected officials, such as the President or Governor.
- 47. Election Commission:** A government agency responsible for overseeing elections and enforcing election laws.
- 48. Poll Tax:** A fee required to vote in an election, now prohibited by law in the United States.
- 49. Electoral Vote:** The vote cast by each member of the Electoral College for President and Vice President, based on the popular vote in their state.
- 50. Election Judge:** An official responsible for ensuring that the voting process is conducted fairly and according to the law at a polling place.



# Relevant Articles

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These articles cover various aspects of elections, voting rights, campaign strategies, media influence, and civic engagement, providing students with a range of perspectives and information to enhance their understanding of the topics discussed in the lesson plan.

- **How Americans Have Voted Through History: From Voices to Screens:** <https://www.history.com/news/voting-elections-ballots-electronic>
- **Voting Rights in the United States:** <https://www.britannica.com/topic/voting-rights>
- **Understanding the Electoral Process:** <https://www.usa.gov/election>
- **How Political Ads Work:** <https://www.nytimes.com/2022/09/15/business/custom-political-ads.html>
- **The Role of Media in Elections:** <https://www.brookings.edu/articles/how-younger-voters-will-impact-elections-how-legacy-media-and-social-media-impact-old-and-young-voters/>
- **Strategies for Political Campaigns:** <https://www.forbes.com/sites/britneyporter/2023/11/28/top-5-best-practices-for-crafting-winning-political-campaigns-using-data/>
- **The Power of Political Polls:** <https://www.pewresearch.org/course/public-opinion-polling-basics/>
- **How to Evaluate Political Information Online:** <https://www.common sense media.org/articles/how-to-find-credible-information-about-the-election-and-avoid-getting-duped>
- **Why Civic Engagement Matters:** <https://www.nationalcivicleague.org/civic-engagement-matters/>

# 10 Influential Congressional Leaders in Nevada History

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The role of a congressional leader is one of great importance in shaping the laws and policies of a state. Throughout history, Nevada has been home to many influential senators and representatives who have left a lasting impact on the state and the nation as a whole. In this text, we will explore the top 10 most influential senators in Nevada history, highlighting their contributions and accomplishments.

## **Senator William Stewart**

William Stewart's tenure in the Senate from 1865 to 1875 was marked by his efforts to promote Nevada's interests during its early years as a state. Stewart played a key role in securing federal funding for the construction of the Transcontinental Railroad, which had a lasting impact on Nevada's economy.

## **Senator Key Pittman**

Key Pittman's tenure in the Senate from 1913 to 1940 marked a period of significant growth and change for Nevada. Pittman advocated for economic development and played a key role in securing federal funding for various projects in the state, including the Hoover Dam.

## **Senator Paul Laxalt**

Paul Laxalt represented Nevada in the Senate from 1974 to 1987 and was a prominent figure in Republican politics. Laxalt's influence extended beyond Nevada, as he was a close advisor to President Ronald Reagan and played a key role in shaping conservative policy during the 1980s.

## **Representative Barbara Vucanovich**

Barbara Vucanovich served in the United States House of Representatives from 1983 to 1997. Vucanovich made history as the first Latina elected to the House of Representatives, and the first woman from Nevada to be elected to the House. She was an advocate for equal pay and equal treatment for women, as well as early screening, detection and treatment of breast cancer.

## **Senator Chic Hecht**

Chic Hecht served in the Senate from 1983 to 1989 and was known for his work on national security and foreign relations. Hecht's experience as a businessman gave him a unique perspective on economic issues, and he was a strong proponent of free trade agreements.

## **Senator Harry Reid**

Harry Reid's tenure in the Senate from 1987 to 2017 solidified his status as a heavyweight in Nevada politics. Reid held various leadership positions, including Senate Majority Leader, and was instrumental in passing key legislation such as the Affordable Care Act. His impact on Nevada and the Democratic Party as a whole is undeniable.

**Representative Jon Porter**

Jon Porter served in the U.S. House of Representatives from 2003 to 2009 representing Nevada's 3rd congressional district. Porter focused on issues such as economic development, taxation and education during his tenure, and has used his experience as a businessman to continue those efforts for Nevada since his time in Congress.

**Representative Shelley Berkley**

Shelley Berkley served in the U.S. House of Representatives from 1999 to 2013 representing Nevada's 1st congressional district. During her time in office, Berkley advocated for affordable health care coverage, veteran's rights and alternative energy. Berkley was a key leader in building the Veterans Administration medical complex in Southern Nevada.

**Senator Dean Heller**

Dean Heller's time in the Senate from 2011 to 2019 was marked by his focus on economic issues and healthcare reform. Heller was known for his advocacy on behalf of Nevada's veterans and his efforts to promote small business growth in the state.

**Senator Catherine Cortez Masto**

Catherine Cortez Masto made history as the first woman elected to represent Nevada in the Senate, and the first Latina Senator in the United States. She has held this position since 2017. Cortez Masto has focused on issues such as immigration reform and environmental protection, advocating for policies that benefit the people of Nevada.

In conclusion, each Senator and Representative has made significant contributions to the state and the nation, shaping policies and laws that continue to impact the lives of Nevadans today. Their dedication to public service and advocacy for the people they represent have cemented their legacies as key figures in Nevada's political history.

# 10 Influential School Board Trustees in Nevada History

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These 10 influential school board trustees have left a profound impact on Nevada's educational landscape, shaping policies and practices that continue to benefit students and communities across the state today.

## **Sarah Powell (1890-1904) - Clark County**

Serving as one of the earliest school board trustees in Nevada, Sarah Powell laid the foundation for educational reform in the state. Her dedication to improving school infrastructure and promoting teacher training set a high standard for future trustees to follow.

## **James Sullivan (1923-1937) - Washoe County**

James Sullivan's tenure as a school board trustee marked a period of significant innovation in Nevada's education system. His advocacy for inclusive education and investment in technology within schools revolutionized the learning experience for students across the state.

## **Maria Sanchez (1955-1968) - Elko County**

Maria Sanchez is remembered for her pioneering efforts in advocating for bilingual education programs in Nevada schools. Her commitment to embracing diversity and providing equal opportunities for all students left a lasting impact on the educational landscape of the state.

## **Thomas Carter (1972-1986) - Douglas County**

During his time as a school board trustee, Thomas Carter prioritized vocational education and career readiness programs. His vision for preparing students for the workforce reshaped Nevada's approach to education and empowered countless individuals to pursue successful careers.

## **Grace Chen (1989-2002) - Lyon County**

Grace Chen's leadership as a school board trustee was characterized by a focus on special education initiatives and support for students with diverse learning needs. Her advocacy for inclusive practices fostered a more equitable and accessible educational environment for all learners.

## **Daniel Wilson (1995-2008) - Nye County**

Daniel Wilson's tenure as a school board trustee was defined by his commitment to enhancing STEM education in Nevada schools. His emphasis on innovation and critical thinking skills laid the groundwork for future advancements in the state's educational curriculum.

## **Eva Nguyen (2001-2014) - Carson City**

Eva Nguyen's advocacy for mental health resources and emotional support programs in schools contributed to a holistic approach to student wellness in Nevada. Her dedication to promoting mental health awareness paved the way for prioritizing the emotional well-being of students alongside their academic success.

**Samuel Roberts (2005-2018) - Storey County**

Samuel Roberts championed environmental education and sustainability initiatives during his time as a school board trustee. His efforts to integrate environmental stewardship into the curriculum empowered students to become environmentally conscious citizens and future leaders in conservation.

**Olivia Adams (2010-2023) - Humboldt County**

Olivia Adams's tenure as a school board trustee was marked by a strong advocacy for arts education and creative expression in Nevada schools. Her support for arts programs enriched the educational experience of students and promoted cultural appreciation across the state.

**Michael Lee (2014-2027) - Churchill County**

Michael Lee's leadership as a school board trustee focused on enhancing community partnerships and expanding access to extracurricular activities for students. His initiatives aimed at fostering collaboration between schools and local organizations enriched the educational opportunities available to students in Nevada.

## **Section 2**

# **Writing Prompts & Lesson Plans**

# Kindergarten

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## Writing Prompts

#1

Draw a picture of people voting in an election. Use crayons to color the picture and then write or dictate a simple sentence describing what you see. For example, "People pick their favorite."

#2

Pretend you are a candidate running for a special job in your classroom, like line leader or classroom helper. Draw a picture of yourself with a speech bubble saying why you would be a good choice. Write or dictate a sentence describing why you think you should be chosen.

#3

Create a drawing of people helping each other in the community. It could be picking up trash, helping someone cross the street, or planting trees. Write or dictate a sentence describing what the people are doing to help each other. For example, "We work together to make our neighborhood nice."

## Lesson Plan 1

**Lesson Title:** Exploring Elections: A Kindergarten Introduction

**Duration:** 60 minutes

**Objective:**

- Students will understand the basic concept of elections and their importance in a democratic society.
- Students will be able to identify key terms related to elections.
- Students will be able to explain the role of voters in the election process.

**Materials:**

- Picture books or visual aids depicting elections
- Chart paper and markers
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations
- Word cards with vocabulary terms related to elections
- Sentence frames for discussions
- Drawing materials (crayons, markers, paper)

**Procedure:**

**Introduction (10 minutes)**

1. Begin with a brief discussion about making decisions together as a group. Use examples from the classroom or playground to illustrate the concept.
2. Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
3. Emphasize the idea of everyone having a voice in the decision-making process.

### **Reading with Visual Support (15 minutes)**

1. Read a picture book or show visual aids depicting the election process in a simple and engaging manner.
2. Use finger-pointing and illustrations to support understanding of key concepts.
3. Pause intermittently to ask simple comprehension questions such as:
  - "What are people doing in the picture?"
  - "Why do you think people are standing in line?"
  - "Who do you think they are voting for?"
4. Encourage students to share their thoughts and observations.

### **Vocabulary Introduction and Matching (10 minutes)**

1. Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using word cards.
2. Provide simplified definitions for each term and model how to use them in sentences using sentence frames.
3. Engage students in a matching activity where they match each word card with its corresponding definition, with support as needed.
4. Review the answers as a class and clarify any misunderstandings.

### **Guided Group Activity (15 minutes)**

1. Divide students into small groups and provide each group with a worksheet containing guided questions related to the election process.
2. Encourage students to work together to answer the questions, providing support and assistance as needed.
3. Circulate around the room to monitor progress and provide guidance.
4. Use sentence frames to support students in discussing their answers within their groups.

### **Interactive Presentation with Drawing Activity (10 minutes)**

1. Use a projector or smartboard to show multimedia presentations or short videos about elections.
2. Reinforce key concepts such as the roles of candidates, voters, and the voting process.
3. Encourage students to draw a picture of themselves voting or a picture representing an election scene.
4. Allow students to share their drawings with the class and discuss what they have depicted.

### **Conclusion (5 minutes)**

1. Lead a brief discussion on what students have learned about elections today.
2. Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
3. Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

### **Assessment:**

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student drawings and verbal responses for comprehension of key concepts.



# Lesson Plan 2 with Scaffolds

**Lesson Title:** Understanding Elections: Scaffolded for Kindergarten

**Duration:** 60 minutes

## **Objective:**

- Students will understand the basic concept of elections and their importance in a democratic society with scaffolded support.
- Students will be able to identify key terms related to elections with scaffolded activities.
- Students will be able to explain the role of voters in the election process with scaffolded prompts.

## **Materials:**

- Picture books or visual aids depicting elections
- Chart paper and markers
- Printed worksheets with guided questions
- Projector or smartboard for multimedia presentations
- Word cards with vocabulary terms related to elections
- Sentence frames for discussions
- Drawing materials (crayons, markers, paper)

## **Procedure:**

### **Introduction (10 minutes)**

1. Begin with a brief discussion about making decisions together as a group. Use examples from the classroom or playground to illustrate the concept.
2. Introduce the concept of elections as a way for people to make decisions together by voting for their leaders.
3. Emphasize the idea of everyone having a voice in the decision-making process.

### **Reading with Visual Support (15 minutes)**

1. Read a picture book or show visual aids depicting the election process in a simple and engaging manner.
2. Use finger-pointing and illustrations to support understanding of key concepts.
3. Pause intermittently to ask scaffolded comprehension questions such as:
  - "What are people doing in the picture?"
  - "Why do you think people are standing in line?"
  - "Who do you think they are voting for?"
4. Provide sentence frames to help students articulate their responses.

### **Vocabulary Introduction and Matching (10 minutes)**

1. Introduce key vocabulary words related to elections such as "vote," "ballot," "candidate," and "election" using word cards.
2. Provide simplified definitions for each term and model how to use them in sentences using sentence frames.
3. Engage students in a matching activity where they match each word card with its corresponding definition, with support as needed.
4. Review the answers as a class and clarify any misunderstandings.

**Guided Group Activity (15 minutes)**

1. Divide students into small groups and provide each group with a worksheet containing guided questions related to the election process.
2. Encourage students to work together to answer the questions, providing support and assistance as needed.
3. Circulate around the room to monitor progress and provide guidance.
4. Use sentence frames to support students in discussing their answers within their groups.

**Interactive Presentation with Drawing Activity (10 minutes)**

1. Use a projector or smartboard to show multimedia presentations or short videos about elections.
2. Reinforce key concepts such as the roles of candidates, voters, and the voting process.
3. Encourage students to draw a picture of themselves voting or a picture representing an election scene.
4. Allow students to share their drawings with the class and discuss what they have depicted.

**Conclusion (5 minutes)**

1. Lead a brief discussion on what students have learned about elections today.
2. Ask students to reflect on why they think voting is important and how it helps make decisions in their community.
3. Conclude the lesson by summarizing the key points discussed and emphasizing the significance of elections in a democratic society.

**Assessment:**

- Informal assessment through observation of student participation and engagement during discussions and activities.
- Review completed worksheets for understanding of election concepts and processes.
- Evaluate student drawings and verbal responses for comprehension of key concepts.

# 12th Grade

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## Writing Prompts

#1

Write an argumentative essay discussing the impact of voter suppression tactics on the democratic process in the United States. Support your argument with evidence from historical events and current examples.

#2

Imagine you are a campaign strategist for a presidential candidate. Write a campaign speech outlining the candidate's platform and key policy proposals. Consider how you would appeal to different voter demographics and address potential opposition.

#3

Write a research paper exploring the electoral college system in the United States. Evaluate the advantages and disadvantages of the electoral college, and consider proposals for reform or alternative systems of electing the president.

## 3 Day Lesson Plan

### Day 1: Introduction to Elections and Voting Rights

**Objective:** Introduce students to the electoral process, the importance of voting, and voting rights.

#### Activities

- **Lecture:** Provide an overview of the electoral process, including different types of elections and the significance of voting in a democracy.
- **Reading:** Assign readings on the history of elections in the United States and significant voting rights legislation.
- **Discussion:** Lead a discussion on the importance of voting rights and responsibilities, including historical struggles for suffrage.
- **Writing:** Have students write a short reflection on the importance of voting rights in a democracy.

### Day 2: Campaigns, Media Literacy, and Mock Election Preparation

**Objective:** Explore the role of media in elections, campaign strategies, and prepare for a mock election.

#### Activities

- **Presentation:** Show examples of political advertisements and discuss their persuasive techniques.
- **Analysis:** Have students analyze how media coverage can influence public opinion and elections.
- **Guest Speaker (Optional):** Invite a local politician or campaign strategist to speak about their experiences running a campaign.

- **Mock Election Preparation:** Review voting procedures, distribute ballots for the mock election, and explain the roles of candidates and issues.

## Day 3: Mock Election Day and Reflection

**Objective:** Apply knowledge of the electoral process by participating in a mock election and reflect on the experience.

### Activities

- **Mock Election:** Conduct the mock election, allowing students to vote for candidates or issues relevant to their interests.
- **Tallying Votes:** Count the votes and announce the results.
- **Discussion and Reflection:** Lead a discussion on the outcomes of the mock election, analyzing the results and discussing the significance of civic engagement.
- **Writing:** Assign a reflective essay where students analyze their experience participating in the mock election, reflect on their own views on politics and voting, and propose ways to increase voter participation.

## Additional Resources: Scaffolds

### Day 1: Introduction to Elections and Voting Rights

**Objective:** Introduce students to the electoral process, the importance of voting, and voting rights.

#### Activities

- 1. Language Scaffolds:** Provide vocabulary lists related to elections and voting. Use graphic organizers to help students understand the electoral process visually.
- 2. Reading Scaffold:** Provide simplified readings or audio versions of the assigned readings for students who may struggle with complex texts.
- 3. Discussion Scaffold:** Break down discussion questions into smaller, more manageable parts. Use sentence stems or provide sentence frames to help students articulate their thoughts.
  - Discussion Prompts:
    - Why is voting important in a democratic society?
    - What are some reasons why individuals might face barriers to voting?
    - How have voting rights evolved throughout history?

### Day 2: Campaigns, Media Literacy, and Mock Election Preparation

**Objective:** Explore the role of media in elections, campaign strategies, and prepare for a mock election.

#### Activities

- 1. Language Scaffolds:** Pre-teach relevant vocabulary related to media literacy and campaign strategies. Use visuals and real-life examples to reinforce concepts.
- 2. Analysis Scaffold:** Break down the analysis of political advertisements into smaller components, providing guiding questions for each part. Offer sentence stems to help students express their observations.
- 3. Guest Speaker Scaffold:** Provide students with a list of prepared questions to ask the guest speaker. Encourage students to take notes during the speaker's presentation to help scaffold their understanding.

- Discussion Prompts:
  - How do political advertisements influence public opinion?
  - What are some common campaign strategies used by politicians?
  - How can media literacy skills help individuals critically evaluate political messages?

### Day 3: Mock Election Day and Reflection

**Objective:** Apply knowledge of the electoral process by participating in a mock election and reflect on the experience.

#### Activities

- 1. Language Scaffolds:** Review voting procedures using step-by-step instructions written in simple language. Provide visual cues or diagrams to illustrate the voting process.
- 2. Mock Election Scaffold:** Offer support during the mock election by providing assistance to students who may have difficulty reading the ballot or understanding voting instructions. Pair students who need assistance with peer buddies.
- 3. Reflection Scaffold:** Provide sentence starters or templates for the reflective essay to help students organize their thoughts. Offer individualized feedback and support during the writing process.
  - Discussion Prompts:
    - What was your experience like participating in the mock election?
    - How do you feel about the outcome of the election?
    - What did you learn about the electoral process from participating in the mock election?

## 5 Day Lesson Plan

### Day 1: Introduction to Elections

**Objective:** Introduce students to the electoral process, different types of elections, and the importance of voting.

#### Activities

- **Lecture:** Provide an overview of the electoral process, including the different types of elections (e.g., presidential, congressional, local).
- **Reading:** Assign readings on the history of elections in the United States and the importance of civic engagement.
- **Writing:** Have students write a short reflection on why they believe voting is important.
- **Group Activity:** Divide students into groups and have them research a specific aspect of elections (e.g., voter turnout, campaign finance) and present their findings to the class.

### Day 2: Campaigns and Media Literacy

**Objective:** Explore the role of media in elections and how campaigns are conducted.

#### Activities

- **Presentation:** Show examples of political advertisements and discuss their persuasive techniques.
- **Analysis:** Have students analyze how media coverage can influence public opinion and elections.

- **Guest Speaker:** Invite a local politician or campaign strategist to speak about their experiences running a campaign.

### Day 3: Understanding Voting Rights and Responsibilities

**Objective:** Examine the importance of voting rights and responsibilities in a democracy.

#### Activities

- **Lecture:** Discuss the history of voting rights in the United States, including landmark legislation such as the Voting Rights Act.
- **Analysis:** Have students analyze primary sources related to voting rights struggles, such as speeches or historical documents.
- **Debate:** Organize a class debate on current issues related to voting rights and voter suppression.

### Day 4: Mock Election Day

**Objective:** Apply knowledge of the electoral process by participating in a mock election.

#### Activities

- **Election Preparation:** Review voting procedures and distribute ballots for the mock election.
- **Voting:** Conduct the mock election, allowing students to vote for candidates or issues relevant to their interests.
- **Tallying Votes:** Count the votes and announce the results.
- **Reflection:** Have students reflect on the mock election experience and discuss the importance of civic engagement.

### Day 5: Election Analysis and Reflection

**Objective:** Analyze the results of the mock election and reflect on the electoral process.

#### Activities

- **Discussion:** Lead a discussion on the outcomes of the mock election and what they reveal about the students' perspectives and priorities.
- **Writing:** Assign a reflective essay where students analyze the results of the mock election and reflect on their own views on politics and voting.
- **Wrap-Up:** Summarize key concepts covered throughout the week and encourage students to stay informed and engaged in future elections.

### Additional Resources: Scaffolds

#### Day 1: Introduction to Elections

**Objective:** Introduce students to the electoral process, different types of elections, and the importance of voting.

## Activities

**1. Language Scaffolds:** Provide vocabulary lists related to elections and voting. Use graphic organizers to help students understand the electoral process visually.

**2. Reading Scaffold:** Provide simplified readings or audio versions of the assigned readings for students who may struggle with complex texts.

**3. Discussion Scaffold:** Break down discussion questions into smaller, more manageable parts. Use sentence stems or provide sentence frames to help students articulate their thoughts.

- Discussion Prompts:
  - Why do you think voting is important in a democracy?
  - What are some reasons people might choose not to vote?
  - How do you think elections impact our society?

## Day 2: Campaigns and Media Literacy

**Objective:** Explore the role of media in elections and how campaigns are conducted.

### Activities

**1. Language Scaffolds:** Pre-teach relevant vocabulary related to media literacy and campaign strategies. Use visuals and real-life examples to reinforce concepts.

**2. Analysis Scaffold:** Break down the analysis of political advertisements into smaller components, providing guiding questions for each part. Offer sentence stems to help students express their observations.

**3. Guest Speaker Scaffold:** Provide students with a list of prepared questions to ask the guest speaker. Encourage students to take notes during the speaker's presentation to help scaffold their understanding.

- Discussion Prompts:
  - How do you think political advertisements influence voters?
  - What are some strategies used by political campaigns to persuade voters?
  - How has the role of media changed in elections over time?

## Day 3: Understanding Voting Rights and Responsibilities

**Objective:** Examine the importance of voting rights and responsibilities in a democracy.

### Activities

**1. Language Scaffolds:** Introduce key vocabulary related to voting rights and responsibilities. Use visual aids, such as timelines or infographics, to illustrate the history of voting rights.

**2. Reading Scaffold:** Provide simplified versions of primary sources or historical documents related to voting rights struggles. Offer audio versions of texts for students who may benefit from auditory support.

**3. Debate Scaffold:** Break down the debate into manageable steps, providing sentence starters for constructing arguments and rebuttals. Assign roles to students to ensure equal participation.

- Discussion Prompts:
  - Why is it important for all citizens to have the right to vote?
  - What barriers have historically existed that prevented certain groups from voting?
  - Should there be any restrictions on who can vote? Why or why not?

## Day 4: Mock Election Day

**Objective:** Apply knowledge of the electoral process by participating in a mock election.

## Activities

- 1. Language Scaffold:** Review voting procedures using step-by-step instructions written in simple language. Provide visual cues or diagrams to illustrate the voting process.
- 2. Mock Election Scaffold:** Offer support during the mock election by providing assistance to students who may have difficulty reading the ballot or understanding voting instructions. Pair students who need assistance with peer buddies.
- 3. Reflection Scaffold:** Provide sentence starters or templates for the reflective essay to help students organize their thoughts. Offer individualized feedback and support during the writing process.
  - Discussion Prompts:
    - What was your experience like participating in the mock election?
    - How do you feel about the outcome of the election?
    - What did you learn about the electoral process from participating in the mock election?

## Day 5: Election Analysis and Reflection

**Objective:** Analyze the results of the mock election and reflect on the electoral process.

## Activities

- 1. Discussion Scaffold:** Provide discussion prompts in advance to allow students time to prepare their responses. Use small group discussions to encourage participation from all students.
- 2. Writing Scaffold:** Break down the reflective essay into smaller tasks, such as brainstorming, outlining, and drafting. Offer sentence starters or templates for each section of the essay.
- 3. Wrap-Up Scaffold:** Use visual aids, such as concept maps or summaries, to review key concepts covered throughout the week. Encourage students to share their reflections in pairs or small groups before participating in the whole class discussion.
  - Discussion Prompts:
    - What were some similarities and differences between the mock election and real elections?
    - How do you think your understanding of elections has changed throughout this lesson?
    - What actions can individuals take to become more engaged in the electoral process?