

## Mock Election— Overview

**Time Needed:** Three Class Periods

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

**Copy Instructions:** See copy instructions for each day.

### Learning Objectives

Students will be able to:

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

## DAY TO DAY

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

## BEFORE YOU TEACH

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

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

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

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

This lesson plan is part of the *Politics and Public Policy* series by iCivics, Inc. a nonprofit organization dedicated to advancing civic education. For more resources, please visit [www.icivics.org/teachers](http://www.icivics.org/teachers), where you can access the state standards aligned to this lesson plan. Provide feedback to [feedback@icivics.org](mailto:feedback@icivics.org).

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## Mock Election— Copy Guide

### Day One

Teacher's Guide: Print a copy for yourself.

Classroom Policy Options: Teacher Transparency

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

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

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

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

### Day Two

Teacher's Guide: Print a copy for yourself.

Campaign Materials: Class set (one-sided)

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

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

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

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

### Day Three

Teacher's Guide: Print a copy for yourself.

Ballot Transparency: Teacher Transparency

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

Review: Class set (one-sided)

Teacher Keys: Print copies for yourself.