

The sample ballot is on page 3.



National Student/Parent Mock Election

To the Teacher:

These classroom activities are designed to give you as wide a choice as possible. Use those that best meet the needs of your class, alter them as your student's level of interest and experience suggests, and leave the rest!

We welcome your ideas and suggestions, and hope you will wish to share them with us. We will be glad to share your outstanding Mock Election lesson plans with your colleagues on our website.

The hallmark of the National Student/Parent Mock Election is freedom and flexibility. No teacher is required to use all or even part of the voter education materials the National Student/Parent Mock Election provides. If you find others you consider better suited to your students' needs, please feel free to use your professional judgment, and share your find with us! The only requirement is that your students vote on issues as well as candidates on Mock Election Day, November 2. See the issues ballot on page 3 although it will not be used until classroom activities are completed.

Please be sure to see the awards application on our web site (www.nationalmockelection.org – click on "award"). Awards for Outstanding Voter Education Projects are given in conjunction with the National Student/Parent Mock Election by NASBE (National Association of State Boards of Education), AASA (American Association of School Administrators), NASSP (National Association of Secondary School Principals), NASC (National Association of Student Councils), and the League of Women Voters.

If you believe you (or your students) have led an outstanding voter education project, please let us know!

Our warm good wishes for an exciting Mock Election experience.

Sincerely,

A handwritten signature in black ink that reads "Gloria Kirshner".

Gloria Kirshner
President



The National Association of Secretaries of State and the National Association of Broadcasters Education Foundation have officially endorsed the National Student/Parent Mock Election. Over 50 national civic, educational, business, and religious organizations, including the National Council for the Social Studies, cooperate with the National Student/Parent Mock Election.



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Teachers and schools can reproduce in any quantity desired.

2006 National Student/Parent Mock Election Issues Forum



How to Participate

1 **Enroll!**

You may enroll online at our web site at www.nationalmockelection.com or download an enrollment form and e-mail it to us at nspme@aol.com or fax to (520) 742-9943 or mail to PO Box 68187, Tucson, AZ 85737. You will be contacted by your state's Coordinator or the National Student/Parent Mock Election.

2 **Design Your Program**

The National Student/Parent Mock Election allows you the flexibility of designing the voter education program that is right for your students. Free curriculum materials can be downloaded at <http://www.nationalmockelection.com/curriculum.html>. Votes will be cast for candidates for the U.S House of Representatives, the U.S. Senate, governors (where there is a race), and on the national issues in this Teachers' Guide (see the ballot on page 3). The result of the votes on the issues will become the "Recommendations of America's students and parents to the newly elected President and legislators," and will be presented to the newly elected President, Congress and the Governors in January.

3 **Vote!**

Vote on the internet, by phone, or by fax, and forward the tallies to your state's "Election Headquarters." Your State Coordinator will supply information on the location of your state's Mock Election Headquarters, or, alternatively, you will be able to vote directly at "National Election Headquarters" at Hartford Courant newspaper in Hartford, Conn. Watch www.nationalmockelection.org for further instructions.

The Ballot

MOCK ELECTION DAY IS NOVEMBER 2, 2006

Now it is your turn to voice your opinion!

Below, you will find several questions that you can vote upon.

Think carefully about the questions asked and cast an informed vote!



VOTE! After 3 pm November 2

Voting: 1-800-241-3035 FAX: (860) 241-3030 Questions: (860) 808-0177

Vote by phone or by fax, and forward the tallies to National Election Headquarters at *The Hartford Courant* (numbers given above). Watch www.nationalmockelection.org for further information. **For voting anytime October 24–November 7**, send your votes to nspme@aol.com or enroll via the internet at www.nationalmockelection.org

1. **Of the Issues below, check the box next to the one you feel is the most important issue facing our nation today:**
 - a. The war in Iraq.
 - b. Immigration reform.
 - c. Energy and the environment.
 - d. America's economy.
 - e. Other. Please specify _____
2. **Which statement do you agree with the most?**
 - a. The war in Iraq was a mistake, and America should bring home its troops immediately.
 - b. We have removed Saddam Hussein, a dangerous dictator, and we should not withdraw from Iraq until peace-loving Iraqis are able to defend themselves from the terrorists and go forward with their democracy.
 - c. We have no business forcing democracy on Iraq or any other country.
 - d. If we show the terrorists enough love and forgiveness, eventually they will surrender their weapons and become law-abiding citizens.
 - e. I don't know.
3. **Which statement do you agree with most?**
 - a. Immigration reform is not really needed.
 - b. It would be a good way to get rid of all the illegal aliens who have come to our country uninvited.
 - c. Build strong border fences and station police and the military along our 2,000-mile border with Mexico since that is where most aliens cross.
 - d. To protect ourselves from terrorists' crossing into the U.S., we should maintain control of our borders and those who enter, but Mexico is our neighbor and friend and hopefully immigration reform will allow Mexican citizens who are needed as workers or have relatives here to enter our country legally.
 - e. I don't know.
4. **Which statement do you agree with most?**
 - a. Global warming may be a problem some day, but we should let the people of the future deal with it when that day comes.
 - b. Global warming is hogwash, just something politicians like to argue about.

The Ballot

- c. ■ Global warming is such a great threat to the entire world that we should stop burning petroleum or coal in any form and convert all engines – in automobiles, trains, planes, ships and factories – to operate on solar energy or burn clean fuels such as hydrogen.
 - d. ■ Global warming is a threat and the United States and China, in particular, should do all in their power to cooperate in reducing emissions and clean up the environment.
 - e. ■ I don't know.
- 5. Which statement do you agree with most?**
- a. ■ America's economy is in such great shape that the rest of the world should follow our example and do as we do.
 - b. ■ America's economy is challenged as never before by a number of forces including globalization – competition from other nations – and because our economy is the strongest, we should just ignore other nations and peoples and let them take care of themselves.
 - c. ■ We must take the time to watch our elected leaders to see if they spend wisely without burdening us and future generations with debt, and then, for those who meet that test, we can decide if they deserve our vote on Election Day.
 - d. ■ We should demand even more tax cuts from our leaders and vote for those who cut taxes the most.
 - e. ■ I don't know.

Issues in the 2006 Campaign

The War in Iraq

The war in Iraq troubles American voters more than any other issue, according to the Gallup Poll. It is no longer Americans fighting insurgents from Iraq and other countries. Far more Iraqis are being killed in this war, now in its fourth year, than Americans as Iraqi Sunnis battle Iraqi Shiites and Kurds in sectarian violence that threatens to erupt into civil war. Here at home, a vocal minority including some Congress members, mostly Democrats, have urged President Bush to set a date for withdrawal of U.S. forces. But even they concede that if Americans pull out of Iraq before Iraqi security forces are strong enough to deal with the insurgency, many thousands of peace-loving Iraqis would die in the most horrible bloodbath imaginable.

Immigration Reform

Immigration is one of the most emotionally charged issues of our times and, according to the Gallup Poll, one of major interest to American voters this year. Mexico is a key part of the debate sweeping the country in that, of the millions of illegal immigrants in America, the majority are Mexicans. But Mexico is also our ally and friend, although that friendship has been strained by our efforts to halt illegal border crossings. Before the terrorists' attacks on Sept. 11, 2001, our major concern along our 2,000-mile border with Mexico was to block the importation of illicit drugs into the U.S. through Mexico. Migrant workers from Mexico and Central and South America were of little concern. After Sept. 11, U.S. officials saw that this porous border offered terrorists the same ease of infiltrating this country as migrant workers. Many Americans wanted to build a wall and close the

border, but President Bush proposed avenues to legalize the illegal workforce as well as leaving a possible path to citizenship. The House and Senate, meanwhile, worked on separate bills. What do Mexicans see in America? Per capita income in Mexico is one-fourth of that in America, and 40 percent of Mexico's 107 million citizens live below the poverty level.

Energy and the Environment

One of the chief concerns of American voters this year is the environment, the Gallup Poll found, and their main worry is global warming. This phenomenon is believed to be the result of burning fuels such as coal and oil, which produce so-called greenhouse gases, including carbon dioxide and methane, that trap heat in the Earth's atmosphere. It is blamed for melting the polar icecaps, rising ocean levels and rising ocean temperatures. In 1997, many nations attended a meeting in Kyoto, Japan, to address global warming, and most of them signed the Kyoto pact to limit their emissions of greenhouse gases, although developing nations were exempted. The United States and Australia refused to sign the agreement out of concern for their economies. China, as a developing nation, did not sign but China's industry has since grown and expanded to the extent that the United States and China are now the world's leaders in greenhouse gas emissions. The United States is trying to do its part through voluntary emission controls and developing clean technologies, but global warming has become politicized and the subject of heated debate that shows no sign of cooling.

Issues in the 2006 Campaign

America's Economy

Another concern of voters is America's economy. Following the boom of the 1990s, the economy experienced a number of setbacks – the bursting of the technology bubble, the Sept. 11, 2001, terrorist attacks, huge losses of stock market wealth, a stagnant job market, corporate accounting scandals and uncertainties related to the war in Iraq and rising petroleum costs. But the Bureau of Labor Statistics now expects a more sustained recovery with the gross domestic product (GDP) reaching \$12.6 trillion in chained 1996 dollars by 2012, an increase of \$3.2 trillion during the 2002-2012 decade, for an average annual growth rate for real GDP of 3%, just 0.2% lower than the historical rate of 3.2% from 1992 to 2002. The BLS forecasts an increase of personal spending, which makes up two-thirds of economic activity, at an annual rate of 2.8% through 2012, dropping from a historical high of 3.7% posted in the previous 10-year period. Among consumer purchases of services, a major contributor to growth is health-care expenditures because of the growing number of elderly. Globalization and international competition play an important role in the U.S. economy. As the world becomes more open to trade, the share of GDP related to both exports and imports is expected to grow significantly. On a per capita basis, nominal disposable income is expected to rise at an average annual rate of 4.3%. Civilian household employment is projected to rise by 1.2% per year from 2002 to 2012, with about 17.3 million employed persons added to the economy. In July, the U.S. unemployment rate was 4.8%, down from 5% a year earlier. The Senate recently approved a five-year, \$70 billion tax package that would extend deep cuts in tax rates on dividends and capital gains for two years,

effectively locking in all of President Bush's first-term tax cuts through the end of the decade. But with interest rates rising, the dollar falling and the budget deficit stuck at around \$300 billion, tax experts warn that the tax code Bush has transformed may not survive to its Dec. 31, 2010, expiration date, and that Congress may have to step in once again because tax revenue will not meet all of the government's needs. A recent surge in tax receipts has given Republicans cause to crow that their tax cuts – totaling \$2 trillion over this decade – have stimulated the economy and have, at least partly, paid for themselves. The biggest winners have been middle-income couples with children while the biggest losers have been middle-income singles with no children. By the time the next president takes office in 2009, he or she will be staring at an alarming deadline, Jan. 1, 2009, when taxes would rise sharply and suddenly on every American who pays income taxes, has children, is married, owns stocks and bonds, or is expecting a large inheritance.

Suggested Activities – Iraq

- President Bush has said, “If we leave Iraq before the job is done, it will create a terrorist state in the heart of the Middle East, a terrorist state much more dangerous than Afghanistan was before we removed the Taliban, a terrorist state with the capacity to fund its activities because of the oil reserves of Iraq.”

An August 2006 poll released by Opinion Research Corporation for CNN found that 60 percent of Americans and 86 percent of Democrats now oppose the war in Iraq.

A New York Times editorial on August 6, 2006, held that the Iraqi government has failed to develop adequate police and military forces of its own “because it is weak and divided, because its people are frightened and because the strongest leaders in the country are the men who control the sectarian militias. A phased withdrawal by itself would simply leave the American soldiers who remain behind in graver danger and hasten what looks like an inevitable descent into civil war.”

According to Michael R. Gordon, co-author of “Cobra II,” a history of the invasion and occupation of Iraq, “Iraqi soldiers are underpaid, under equipped, and frequently AWOL. And then there’s the problem of saving a government that hardly exists in a country that is tearing itself apart.”

Despite the problems, however, and despite the superior fighting skills of the U.S. military, Michael Gordon holds, “the Iraqi troops are better able to differentiate among the ... tribes, self-styled militants, religious groupings, myriad insurgent organizations and militant jihadists who populate Iraq.”

America’s current exit strategy is to try to develop Iraq’s armed forces and police and then, hopefully, encourage the growth of young democracy and bring American boys home.

Break the class up into “strategy committees” charged with outlining “Plan B” for a “safe” withdrawal of American troops from Iraq. Do you believe a “safe” withdrawal is possible at this point? Why? Why not?

Organize a research committee whose mandate is to research possible solutions to the problem of Iraq. Divide the committee into subcommittees to research the Web, do library research, interview returning vets you reach through your local veterans organization or VA hospital, etc. **list the pros and cons** of all the suggestions that you receive and **present the committee’s final report to the class for a brainstorming session.** Can your classmates reach a consensus on what they believe to be the best solution to the Iraq problem and why? **Write a class letter to the President** and share your views.

- The Fifth Amendment reads:
“No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger, nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law, nor shall private property be taken for public use, without just compensation.”

It is the Fifth Amendment that protects the individual against a powerful government, and makes the demand for federal due-process rights that the 14th amendment provided against state governments in 1868.

The provocative question today is whether to exchange any of the rights in the Fifth Amendment for a hypothetical protection against terrorism.

Suggested Activities – Iraq

University of Arizona law professor Jack Chin states: “I think this is something we think about all the time, in cases like eminent domain and things like Guantanamo.” Chin said, “... In new areas, new context, new problems the government does new things, but that old restriction that the Founders in their wisdom put in there says there’s a limit. What all of these things in the Fifth Amendment say is the government should leave you alone unless they can come up with a reason to interfere with your liberty.”

Pima County Attorney Barbara LaWall said, “... it prevents people from being punished without due process of law. Those four little words are among the most significant because what it means is people cannot be held accountable for criminal conduct without going through due process, and due process in the U.S. is a whole panoply of rights.”

Bob Hirsh, chief deputy in the Pima County Public Defender’s Office, said,

“It’s very important because in days gone by people were convicted and condemned on their own word and often that was obtained by coercion and violence.

“The whole issue is pretty ripe. It’s not remote at all, because of the fact that our government, this administration, has OK’d the use of coercion and the use of force.”

Research the rights that came under the umbrella of “due process.” When in the past were people condemned on their own word, a word often obtained by coercion and torture? Can an American citizen be thrown in jail without evidence now?

“It’s important to remember, in my opinion ... that the Framers of our Constitution ... had been in a war.” Chin said. “The question of national survival was more acute then than at any time since. They

could have lost the war — this is the wartime Constitution that they came up with. The argument that times have changed is preposterous.”

Pretend you are attorney general of the U.S. draft a memo to the President advising him on how to handle enemy combatants, both those who are American citizens and those who are not, in an age of turmoil. Do you believe the danger for America has changed sufficiently to justify abandoning the protections in the Constitution or do you believe the founding fathers gave us a Constitution that will be valuable through the ages?

- President Bush has said that withdrawing now from Iraq would leave Americans at risk of terrorist attacks in the streets of our own cities. He has painted the struggle against Islamic extremists as the costly but necessary successor to the battles of the last century against Nazism and communism.

“The war we fight today is the decisive ideological struggle of the 21st century,” the President said.

Organize your class into congressional subcommittees preparing to investigate the problems of democracy created by the war in Iraq. Create a computer spreadsheet for problems that vary from the balance mandated by the constitution between the authority of the president and the will of “we, the people” to the increase in fuel costs for Americans and the decline of the environment, because of global warming, in part a result of a wartime economy.

Research the congressional subcommittee responsible for oversight for each problem. List the subcommittees you will need. Elect or appoint a subcommittee chairperson who in turn will appoint his/her personal legislative aide and a subcommittee research aide. All members of the subcommittee may also appoint a legislative aide.

Suggested Activities – Iraq

The responsibilities of the research and legislative aides are to keep the Congresspersons fully informed on any issue they are handling and, if helpful, any past history on that issue. For example, when dealing with the question of the limited authority of the President, it is important to provide information about how past Presidents have dealt with the checks and balances the Constitution sets up to protect the citizens of democracy against tyranny.

Why did Abraham Lincoln try to dispense with habeas corpus? What is habeas corpus? Why did Justice Roger B. Taney rule that the Constitution does not permit the President to suspend habeas corpus but reserves such extreme measures only for the Congress? What relation do you see between the Sedition Act of 1798 and the War on Terrorism?

Why did Justice Oliver Wendell Holmes make the point that shouting “fire” in a wartime theater was an obvious limit on freedom of expression? What was the result of the Espionage Act of 1917?

“However seductively it may be phrased,” Christopher Hitchens wrote, in reviewing Geoffrey R. Stone’s book on “Free Speech in Wartime,” “the offer of an exchange of liberty for security has a totalitarian hook sticking out of its protectively colored bait. Societies that make the trade have very often ended up with neither liberty nor security. But on the other hand ... totalitarianism can present a much more menacing threat from without.”

- **Hold a mock Congressional hearing of the Senate Armed Services Committee.**

“In a direct challenge to President Bush,” the AP responded on September 14, 2006, “Sen. John Warner, chairman of the Armed Services Committee, said his panel would ... finalize an alternative to the White House plan to prosecute terrorist suspects and redefine acts that

constitute war crimes. Warner, R Va, said the administration proposal “would lower the standard for the treatment of prisoners, potentially putting U.S. troops at risk should other countries retaliate.”

What was the President asking Congress to make legal? Why? Sen. John McCain (R, AZ) and Sen. Lindsay Graham joined Sen. Warner in opposing the President’s bill.

On the same day, joined by Sen. Senator Susan Collins of Maine, the four Republicans and the committee Democrats voted to approve a plan for the trial and interrogation of terrorist suspects rejected by the White House.

What credentials does each senator have? Why have Sen. Lindsey Graham, a former military judge, and Sen. John McCain, a former prisoner of war, joined Sen. Warner and Snowe? Why are leading Republican Senators rebelling against the President?

“The dispute echoed last year’s showdown between Bush and Sen. John McCain, R-Ariz., over legislation banning cruel, inhuman or degrading treatment of detainees,” the AP pointed out. “The White House threatened to veto that proposal, contending the language would hamstring interrogators, but it eventually bowed to overwhelming congressional support for McCain’s measure.”

Research last year’s legislation banning cruel, inhuman or degrading treatment of detainees.

Research the President’s latest proposal creating military commissions to prosecute terror suspects. Why did the White House warn that the Senate Armed Services Committees plan would force the President to shut down all programs to interrogate war terrorism suspects?

Create a chart in preparation for your mock hearing that compares the original and proposed sys-

Suggested Activities – Iraq

tems with military courts-martial. Divide your chart into five columns:

1. The restrictions in the Constitution/Bill of Rights that protect American citizens
2. The military's current courts-martial system
3. The original system proposed by President Bush
4. The Supreme Court ruling in *Hamden v. Rumsfeld*
6. The new system proposed by President Bush

In the left-hand column, list the major issues that will concern your committee, e.g., composition of the court, whether or not the accused will be allowed to see classified evidence, the admission of statements obtained by torture or coercive interrogation, hearsay evidence, the right of the accused to be present throughout the proceedings, the system for appeal.

After you have researched and created your chart, compare it with the one that appeared in the *New York Times* on September 9, 2006 (p A-10). What position do you believe your mock committee should take on the President's proposal? Why does the Senate majority leader have the right to determine whether or not he will bring the committee's bill to the floor or simply bring the President's proposal to a vote? Can the President act without the approval of the Congress? The Supreme Court? Why did the Supreme Court rule last June that the tribunals established by the White House violated the Constitution and international laws as well? **Research the Geneva Conventions before your hearing.** Do you believe their restrictions should apply to Americans? Why? What changes in our current practices does each subcommittee recommend?

It would also be important to check out the War Powers Resolution proposed by the U.S. Congress in 1973. (If possible, read "Who Makes War?" by former Sen. Jacob Javits who introduced

the resolution.) Why can't the President declare war without the concurrence of "we the people"?

Also check current efforts to limit the powers of President Bush. Why has the American Bar Association sounded the alarm? Top Pentagon lawyers? Former military leaders? What are the dangers to American soldiers if "enemy combatants" are refused the protections of due process? What are the dangers to our nation's security if some information cannot be kept secret?

Hold a series of Mock Congressional Hearings on the conduct of the Iraq war and the problems it has created for our democracy! What hazards do you see for democracy?

Why could a defendant be excluded from his own trial?

Can liberty and security prosper together or must Americans give up their security for their liberty? Can they be secure if they are not free? Free if they are not secure?

Draft a mock bill that would make these changes law and discuss it with members of your state's Congressional delegation and/or their staff.

Does your subcommittee agree with Christopher Hitchens that, "the offer of an exchange of liberty for security has a totalitarian hook sticking out of its protectively colored bait"? Why? The *Arizona Daily Star* wrote on Sept. 11, 2006 that, "This is our greatest threat, that as a nation we might lose sight of who we are. The nation's strongest reaction to the tragedy of 9/11 must be a complete reversal of any laws that threaten to erode what terrorists most fear — freedom and liberty for all." Do you agree with the Star's editorial? Why? If not, write an opposing editorial.

Former Secretary of State Colin Powell warned that President Bush's plan to redefine the Geneva

Suggested Activities – Iraq

Conventions would make the world “doubt the moral basis of our fight against terrorism” and “put our own troops at risk,” but current Secretary of State Condoleezza Rice said the President’s proposal “would add meaningful definition and clarification to vague terms in the treaty.” With whom do you agree? Disagree? Why?

A private research group at Syracuse University has found that federal prosecutors have declined to prosecute two of every three international terrorism cases brought to them by the Federal Bureau of Investigation and other agencies since 2001. The rejection rate was even higher for the first eight months of the current fiscal year, with 91 percent of the referred cases turned down for prosecution, the research group said. What chance does your committee believe there is that some of those who have been jailed as “terrorists” actually are not? What solution to the problem does your committee recommend? What dangers are there if the problem is not solved?

Can your committee reach a consensus and arrive at a bill all its members can support?

Share your mock committee’s bill with the real committee, along with your committee’s reasoning. Why is the House expected to support the President? How will the two bodies resolve their differences? Ask the real Armed Services Committee for a reaction to your work when time permits. Ask members of your own state’s congressional delegation who are interested to respond as well.

Consider the possibility of applying for a congressional internship when you reach college. Share your individual work with your local congressman’s office after the election and ask for further information about how to apply.

- Amnesty International USA took out a full page ad on September 18, reading:

“INDEFINITE DETENTION? UNFAIR TRIALS?
IMMUNITY FROM TORTURE AND
CRUEL TREATMENT?
IS THIS THE AMERICA YOU BELIEVE IN?”

President Bush is pressing Congress to authorize these priorities. It would fundamentally change our nation’s character.

Have your say. Take action now to preserve justice, fairness and human dignity.”

Columnist Bob Herbert wrote on the same day, “Torture? Secret prisons? Capital trials in which key evidence is kept from the accused? That’s the stuff of Kafka, not Madison and Jefferson.”

Read a Kafka novel. Compare and contrast the legislation passed by the US Congress, on the final days before it adjourned to campaign for the November election. Go to <http://thomas.loc.gov/> . Compare and contrast the final bill with the President’s original proposal.

“President Bush is very sincere in wanting the tools he needs to fight the war on terror,” Senator Lindsey Graham said during negotiations with the White House. “I don’t want the tools they are given to become clubs to be used against our people.”

“Where in American jurisprudence do you find support for the concept that a person accused can be tried and convicted on evidence which that person has no opportunity to see, confront or rebut?” The Senator wrote in a letter to Secretary of State Condoleezza Rice. “Not only would this procedure put in jeopardy our military and civilian personnel fighting the war on terror, it would surely never survive judicial scrutiny by our own courts.”

“Our core principles are very rooted in the three of us” Senator John Warner, who led the negotiations between the Armed Services Committee and the White House, said.

Suggested Activities – Iraq

“There are three branches of Government, not one” Mr. Graham pointed out.

Senator Warner wears a tie given to him by Ronald Reagan which reads, “Democracy is not a spectator sport.”

What core principles do YOU believe in when your democracy is threatened in an age of ter-

rorism? What will you do to protect your principles, and your democracy, on Election Day?

Whether or not you are eligible to vote, will you and your friends be more than spectators on November 2?

Notes:

Suggested Activities – Immigration

- John F. Kennedy wrote in *A Nation of Immigrants*: “Perhaps our brightest hope for the future lies in lessons of the past. The people who have come to this country have made America ... ‘a heterogeneous race but a homogeneous nation.... There were probably as many reasons for coming to America as there are people who came ... religious persecution, political oppression, and economic hardship ... they were responding, in their own way, to the pledge of the Declaration of Independence – the promise of ‘life, liberty and the pursuit of happiness.’ ... Immigration policy should be generous; it should be fair; it should be flexible. With such a policy, we can turn to the world and to our own past, with clean hands and a clear conscience.... The immigrants we welcome today and tomorrow will carry on this tradition and help us to retain, reinvigorate and strengthen the American Spirit.”

Interview your parents and grandparents. How many generations do you need to go back to find your immigrant ancestors? Why did they come to America? When? What hardships were they trying to escape? How did Native Americans feel about them invading their land? How did blacks brought to America as slaves feel about their new land?

Prepare a skit about an immigrant family on their first day in America. Did they find the “streets paved with gold” as some were led to expect? What hardships will they face? What difficulties lie in wait for their children? How do they plan to make their dreams come true? What will they need to do to make it more than a dream? Will your immigrant family have the strength to do it? Will they help America by their presence or become a burden others must carry?

Write the diary of an imaginary immigrant girl or boy from the country of your choice. What was happening in their country and the world when

their family decided to come? What kind of welcome are they finding in America?

State bills aimed at illegal immigration this year have varied from measures on education, employment, and driver’s licenses to law enforcement and legal services. Over 550 bills relating to illegal immigration were submitted at the state level. What has inspired this large number?

Why in “a nation of immigrants” is the U.S. Congress now proposing a new legislation to reduce the number of immigrants coming into the U.S. illegally?

- Elvira Arellano, an illegal immigrant from Mexico, sought refuge in a church when immigration authorities sought to deport her despite the fact that her 7-year-old son is an American citizen and would be left without his mother.

The church’s pastor, the Rev. Walter Coleman, supported her, saying that helping Ms. Arellano was part of his calling. “There’s a tradition in this country as well as around the world that governments respect the dignity and the faith of the church, and don’t trample on that.” Coleman said. “I’m much more afraid of God than I am of Homeland Security.”

But Ira Mehlman, media director of the Federation for American Immigration Reform, said the law holds parents responsible for their actions regardless of their children’s situation. “However sympathetic her child may be, you can’t allow someone to hide behind their children,” Mehlman said.

Carlina Tapia-Ruano, an immigration lawyer in Chicago, said she did not believe that Ms. Arellano’s actions would change anyone’s mind. “My concern is that when we have individuals who so publicly voice their disregard of our laws,” Ms. Tapia-Ruano said, “I believe that gives greater ammunition for those who are on the extremes.”

Suggested Activities – Immigration

Research both sides of the question on current immigration law with great care. Check out the University of Miami's Web site at http://www6.miami.edu/UMH/CDA/UMH_Main/ and the quotes collected by Zogby International from those who believe land America acquired from Mexico in the past should still belong to Mexico and Mexican citizens. **Research the past history of America's acquisition of land from Mexico and Latin America.**

Organize a "data hunt" at your local library. What percent of the nation's population is made up of immigrants?

The Washington-based Pew Hispanic Center looked at the relationship between growth in the foreign-born population and the ability of U.S.-born workers to get jobs from 1990 through 2004. According to the Census Bureau, 34.2 million people living in the United States in 2004 were foreign-born. More than half arrived in the country since 1990.

"No consistent pattern emerges to show that native-born workers suffered or benefited from increased numbers of foreign-born workers," the study by the Pew Center's Rakesh Kochlar said.

Why has the AFL-CIO formed a partnership with the National Day Laborer Association, which represents immigrants? Why does an American union want to fight for comprehensive immigration reform?

How have more than 8,000 people been mistakenly tagged for immigration violation as a result of the administration's policy of entering the names of immigrants in a national crime data base meant to help stop terrorism suspects? A study conducted by the Migration Policy Institute, a research organization in Washington, relying on statistics collected by the Department of Homeland Security from 2003 to 2004, found that the national crime data base was wrong in 42 percent of the cases in which it identified immi-

grants stopped by the local police as being wanted by domestic security officials.

What other studies can you find that cast doubt on the data that has fueled anti-immigration legislation.

Arizona Sen. Jake Flake (R) has said, "I find that if you put a bunch of steers in a pasture and run out of feed, there isn't a fence good enough to hold them. And I think people are the same: When they're hungry, there's not going to be a fence big enough to hold them. I don't think we're ever going to change this unless we help build the economy of Mexico."

Prepare a presentation for your school's PTA or Parent Teacher Organization that sets the record straight on immigration facts and figures and presents *both sides of the question*. Include your written word in the exhibit. **Prepare an informative booklet for parents and members of your community** about the United States' current immigration policy. Be sure views on all sides are equally represented.

Prepare a skit to present to parents that shows the potential tragedy faced by an immigrant family where children are American citizens but in which the parent or parents are about to be deported. What are their options?

Include interviews with members of your community expressing their views on the question. (Note for bilingual students: See "Cuentame" on the National Student/Parent Mock Election Web site at <http://www.nationalmockelection.org> and click on Curriculum.)

Invite the parents to send your class letters outlining their views on the subject of immigration reform and its possible solutions and to tell you whether or not your exhibit had any effect on their thinking. How does your community feel about the proposed new legislation? Have they shared their positions with your representatives and senators?

Suggested Activities – Energy/Environment

- Speaking to students at Vassar College a few years ago, essayist Susan Sontag wrote: “Do stuff. Be clenched, curious. Not waiting for inspiration’s shove or society’s kiss on your forehead. Pay attention. It’s all about paying attention. Attention is vitality. It connects you with others. It makes you eager. Stay eager.”

Write an essay for your generation on how you believe it should respond to the energy/environment crisis it will inherit.

Can your peers solve the problem the previous generations could not?

- “Dependence on foreign oil jeopardizes our capacity to grow,” President Bush has said, warning against a continued reliance on oil-producing countries where we are not liked at a time when the cost of unleaded regular gasoline is an average \$2.79 a gallon. The president has renewed his support for nuclear energy and new technology.

In California, a deal between Gov. Arnold Schwarzenegger and the state’s Democratic leaders has resulted in an agreement to curb carbon dioxide emissions — the main global warming gas — that would reduce those emissions to 1990 levels by 2020.

What is the relationship between America’s reliance on oil and global warming? Why has California told all of its suppliers, including 20 proposed power plants in the Rocky Mountain states that could burn cheap coal but produce high amounts of carbon dioxide, that it is only interested in buying power with the lowest possible emissions of greenhouse gases?

Why has Google set up a \$1 billion philanthropy to provide seed money to tackle poverty, disease and global warming? Google is consulting with hybrid-engine scientists and automakers. The popular search engine company has purchased

a small fleet of cars and will convert the engines so that their gas mileage exceeds 100 miles per gallon. The goal of the project is to reduce dependence on oil while alleviating the effects of global warming.

“Google.org is measuring return on cleaner air and quality of life. Their bottom line isn’t just financial. It’s environmental and social,” Peter Hero, president of the Community Foundation of Silicon Valley, has said.

Weyerhaeuser has put out a full-page ad that reads:

“By 2020, Weyerhaeuser will reduce its greenhouse gas emissions to 40% less than they were in 2000.

“Why we’re making this commitment. Very simply, cutting greenhouse gas emissions from current operations is a smart move for our business. As we use our resources more efficiently and cut our reliance on fossil fuels, we also reduce costs. And that builds value for our shareholders. Of course the environment benefits, too. Our long-term commitment to provide forest products responsibly and sustainably is at the heart of our company’s values.

“How we’ll accomplish it. By installing cleaner-burning boilers. By increasing our energy efficiency. And by using biomass — an abundant, renewable source of fuel created from bark and other organic materials left over from our manufacturing process. Using biomass to power our mills reduces our need for expensive fossil fuels. But the benefits don’t stop there. When burned, biomass that comes from sustainably managed forests has a neutral effect on greenhouse gas emissions. The carbon dioxide it releases is offset by the replanted forest, creating a carbon loop.

“Trees are a remarkable natural resource. They can lower greenhouse gases and they can raise

Suggested Activities – Energy/Environment

the bottom line. Unlocking their value and potential is a goal we've been committed to for over 100 years.”

- **Start a class collection of reports from socially responsible corporations** about what they are doing to reduce reliance on fossil fuels and improve our environment. Share it with your state and national officials.

In a speech to the Cleantech Venture Forum, Sen. Hillary Clinton of New York said:

“... there is no question that our failure to make better energy choices is sapping our pocketbooks, limiting our competitiveness, threatening our environment and even our national security....

“We have a short-term problem — helping people pay their bills and keeping the economy moving in the face of dramatically higher energy costs....

“And we have a long-term problem. Massive economic development in China, India and elsewhere means that the competition for oil and other natural resources is exploding and driving prices higher....”

Among the ways Sen. Clinton listed that New York state is experimenting with finding new sources of energy are:

- fuel cell power
- hybrids
- clean diesels, including ultra-low sulfur diesel
- ethanol and biodiesel (including cellulosis ethanol from hardwood trees)
- flexible fuel vehicles that can burn 85% ethanol blends
- new electricity sources, such as clean coal and renewables
- replacing incandescent light with fluorescent bulbs that use one-third the electricity and last 10 times as long
- recapturing landfill methane and using geothermal energy

- building wind farms
- using solar power
- providing tax incentives to spur the use of existing new technology
- f ■ funding serious public-sector research
- **Research new technologies** that hold promise as future energy sources on the Web or in your local library. Divide the class into committees that share their reports on potential new sources of energy.
- **Research what is/is not being done in your state** to encourage new sources of energy.
- **Write to your state's Governor and United States Senators** asking about their positions on new sources of energy.
- **Contact your local public access cable television station*** and ask if you can produce a cable television program, perhaps with a call-in feature, to educate your community about the potential of new technology.
- **Research what the United States Government is or is not doing** to encourage the development of new sources of energy and save both the environment and the economy of the richest nation in the world.
- **Invite** your local congressman or his/her representative to come and talk to your class and/or appear on your local access television program.
- **Discuss the role you believe the Federal Government should play.**
- **Research and discuss** possible ways to finance the development of new technology without raising taxes. What suggestions can your television viewers share with you

Suggested Activities – Energy/Environment

and each other? What suggestions do your government officials have? Your local business community? **Invite members of your business community** to share their ideas with you.

* For suggestions on organizing a student-led public access cable program, see the Guide to the National Student/Parent Mock Election on the Web site at <http://nationalmockelection.org>.

Notes:

Suggested Activities – Economy

- According to the University of Michigan's Consumer poll, 57 percent of Americans say they expect the next five years to bring periods of high unemployment.

The Commerce Department reported on August 1 that Americans spent more in June than they did in May, but that the national personal saving average remained negative. Interest rates were taking a much bigger bite out of household income than they were two years ago and, hence, slowing consumer spending.

"As interest rates go up, this increases the debt service burden on households," Bernard Baumukl, executive director of The Economic Outlook Group, explained. "And I expect we'll continue to see more of this in the second half of the year."

In the New York Times/CBS News poll, conducted in late July, people were asked how their children's living standards would one day compare with their own. Eighteen percent said, "much better," but only 30 percent said, "somewhat better." For the first time in the 12 years the question has been asked, fewer than half of the respondents predicted that their children's lives would be better.

Falling wages preceded the elections of both Ronald Regan and Bill Clinton. How do you believe they will affect the elections of 2006/2008?

Interview members of your family and friends in other classes about how the economy is affecting their personal lives.

How did this summer's prices compare with last year's in terms of your family's budget? Why didn't the Federal Reserve raise interest rates again this summer? How is the national economic picture and such factors as the higher cost of gas or a college education affecting your life? Why, in a growing economy, has the real hourly pay of the median worker fallen about two percent with a decline closer to four percent for people in the

upper-middle part of the wage distribution as well as for those toward the bottom, according to Labor Department data analyzed by the Economic Policy Institution? What, if anything, can the U.S. Congress do about it? It is Congress that controls the purse strings for the U.S. Government. Why is the power to appropriate funding given to the U.S. Congress and not to the President by our Constitution? What role *can* the President play?

Prepare a class recommendation to your member(s) of Congress regarding actions you would like to see your government take. Back it up with personal stories from friends and family about the effect of steps Congress has taken this past year (funding the war in Iraq, funding the recovery from Hurricane Katrina, cutting taxes, etc.).

If your representative is not on the appropriations committee, and/or a member of the majority party, what can/can't he/she do to influence Congressional funding decisions? Ask for an explanation of how your government works!

"Economic numbers don't speak for themselves. They always have to be interpreted ...," Princeton economist Paul Krugman has written. What story do *you* believe the numbers are telling?

Krugman does not share an optimistic view of the American economy. "People here started talking seriously about a possible recession," he states.

"And it's not only economists who are worried. Goldman Sachs recently reported that the confidence of chief executives of major corporations has plunged, a clear majority of CEO's say the conditions in the world economy, and the U.S. economy in particular, are worsening rather than improving."

Among the discouraging factors Krugman lists:

Suggested Activities – Economy

- The continuing slump in business spending with nonresidential spending still far below its levels in the late 1990's
 - Signs of a deflating housing bubble with the latest GDP data showing real residential investment falling at a faster pace
 - A trade deficit that has doubled since 2000, reducing the demand for goods produced in the U.S.
 - Falling employment in home construction and retail employment over the past year
 - Gas around \$3 a gallon
- Ben S. Bernanke, chairman of the Federal Reserve, has said that the pace of globalization today is faster and more sweeping than at any time in world history and warned that governments need to help their citizens cope with the disruptions of new competition and “ensure that the benefits of global economic integration are sufficiently shared.”

Organize a “battle of the bulletin boards” with two opposing teams clipping and posting headlines and stories with opposite views about the future prospects for both the American economy and the world's.

Invite your local Congress person and the candidates who oppose him/her to visit your class, share their views, and answer your questions, not only about the economy but about the war in Iraq, immigration, the energy crisis and global warming. Tape the presentation and **prepare a voters booklet with a photo of each candidate/public official** who responds to your invitation and a synopsis of their views on each issue.

Distribute copies of your voters booklet to prospective voters at your school, library or community center, and/or if storekeepers agree, at local stores.

Find out if you can get community service credit at your school for your efforts to provide voters with accurate information.*

* You may wish to check your final copy with each public official or candidate to be sure you have represented their views fairly. Be sure you extend an invitation to every candidate running for your congressional district's seat. If your school covers more than one district, extend invitations for as many districts as you wish. You may wish to invite parents and others to the presentation.

Bernanke stayed away from the topics at the top of the Fed's agenda; rising inflation, high energy prices, a plunging housing market and worries about a possible economic downturn.

Delivering the keynote speech at the Fed's annual retreat, he focused on how today's wave of rising global integration was different from what the world has seen before — a trend that is forcing the Fed and other central banks to change the way they think about monetary policy.

“The emergence of China, India and the former Communist-bloc countries implies that the greater part of the earth's population is now engaged, at least potentially, in the global economy,” Mr Bernanke said. “There are no historical antecedents for this development.”

The Fed chairman surveyed previous global activity from the Roman Empire to the opening of the Suez Canal and European colonialism.

“Those expansions shared many common themes with trends of today,” he said, “including the role of new technologies in opening up trade opportunities as well as similar social and political backlashes from groups whose lives were disrupted by new competition.”

What is the role of Chinese goods in holding down global prices today?

Map the emerging market nations. Why does the world's largest economy run a current-account deficit, financed to a substantial extent by capital exports from emerging market nations?

Suggested Activities – Economy

What role do you believe the U.S. government should play in protecting the global economy? In protecting its citizens?

Write a speech on how the global economy is affecting your life and your family and what you believe the government of the United States can or should do about it. What should it not do?

- Three late August opinion polls found “deep pessimism” among American workers with most saying their wages were not keeping pace with inflation, despite a Commerce Department report at the same time that said the economy grew more quickly in the second quarter than initially estimated and inflation was slightly lower.

How do you explain the disconnect?

The Pew Research Center found in a survey of 2,003 adults that an overwhelming majority said workers had less job security and faced more on-the-job stress than 20 or 30 years ago.

The nonpartisan Pew center said, “The public thinks that workers were better off a generation ago than they are now on every key dimension of worker life — be it wages, benefits, retirement plans, on-the-job stress, the loyalty they are shown by employers or the need to regularly upgrade work skills.”

In a poll of 803 registered voters commissioned by the A.F.L.-C.I.O., Peter D. Hart Research found that 55% said their incomes were not keeping up with inflation, 33% said their incomes were keeping even, and 9% said their incomes were outpacing inflation.

The poll found that 38% of respondents said the economy would become worse over the next year while 14% predicted that it would improve.

“Economic trends have strained working families to the breaking point. Workers are not sharing in

the wealth they helped create, and our nation’s economic recovery has not been a recovery for workers at all,” A.F.L.-C.I.O president John J. Sweeney said.

A poll of 800 non-supervisory workers by Lake Research Partners found that 51% said the next generation would be worse off economically. Twenty-seven percent said the next generation would fare about the same, and 18% said it would be better off.

The poll, for Change to Win, the coalition of unions that left the A.F.L.-C.I.O, found that 63% of respondents said the economy was on the wrong track and 28% said it was going in the right direction.

“These results tell us that five years into an economic recovery, working families are feeling battered and are losing hope for the future,” said Anna Burger, chairwoman of Change to Win.

The Pew survey found that 69% said there is more on-the-job stress than a decade ago, 62% said there is less job security and 59% said Americans have to work harder to earn decent livings. Thirteen percent said they did not have to work as hard and 26% said they work about the same.

Divide the class into Democrats and Republicans and organize a “battle of the facts and figures” in a Mock Debate between two candidates for Congress After the debate, hold a class vote as to which candidate was most persuasive. Then have candidates switch parties and argue the other side’s position as persuasively as they can! Which party wins this time? What did the debaters learn by arguing the other side’s position?

- On September 4, 2006, Labor Day, U.S. Secretary of Labor Elaine Chao boasted that the American economy is strong and fueling entry-level jobs.

Suggested Activities – Economy

“The national unemployment rate for July 2006 was a low 4.8 percent, which is significantly lower than the 5.7 percent average for the decade of the 1990s. Our economy has posted 35 straight months of job growth with more than 5.5 million net new jobs created since August 2003.

“In 2006, real hourly wages were nearly 2 percent higher than in 2000, compared with the 1.1 percent rise in wages between 1990 and 1995. Wages are increasing at a rate that’s more than 17 times faster than that of the early ‘90s, and the average amount of total compensation in 2006 was 7 percent higher than in 2000.

“By contrast, Europe’s job growth has been half that of the United States. Germany and France have unemployment rates nearly double that of the United States and long-term unemployment rates that are three times as high. Our economy continues to lead the world, with no other major industrialized nation of comparable size even close. The details of why our economy remains strong despite these challenges are included in a newly released publication by the Department of Labor titled “America’s Dynamic Workforce.”

But writing in the *New York Times*, David Leonhardt argued: “Just in time for Labor Day, the Census Bureau seemed to indicate that labor itself was no longer such a good way to get ahead.

“Incomes rose last year, thanks largely to higher Social Security payments and investment returns,” the bureau said last week. But median earnings failed to keep pace with inflation for a second straight year. Even as the economy has continued to grow recently, some workers have accepted outright pay cuts, men have dropped out of the labor force, and debt has kept rising relative to income.

“Yet by any measure, this remains a fabulously properous country. . . .

“What seems clear from the recent data is that the United States has fallen into a new period of wage stagnation — a sequel to another such period lasting from the mid-1970’s until the mid-1990’s — that has begun to darken the public mood.”

Ellen Simon of the Associated Press states, “Here’s the rare piece of economic data you might check by looking in your wallet: Workers who don’t work on a farm and aren’t supervisors are making, on average, \$22.69 more a week than they did last year, according to the Labor Department.

“Year-over-year increases in average wages are the steepest since the summer of 2001. After 17 quarters of double-digit growth in corporate profits while wages stayed flat, average workers may finally get a scrap of the economic expansion now in its fifth year.”

Organize a blackboard game of fact football.

Draw a football field with goal posts on the board. Divide the class into two teams; one which believes the facts support a thriving economy, one which believes the opposite. Select a referee. The team that has the ball secures 10 yards for every fact or figure they produce for which the opposing team is unable to product a contradictory fact or figure. If the opposing team has a contradictory fact or figure, they take the ball.

Which side wins the game?

Which side do you believe will win the election?

- Analyzing Labor Department data, the Economic Policy Institute has found that entry-level wages for college and high school graduates fell by more than 4% from 2001 to 2005. Far more college graduates are borrowing to pay for their education and the amount has jumped by more than 50% in recent years, while the average debt load was \$19,000. In 1992-93, the debt load averaged \$12,500, translated into today’s dollars.

Suggested Activities – Economy

From 2001 to 2005, entry-level wages for male graduates fell by 7.3% to \$19.72 an hour; for female graduates, the decline was 3.5% to \$17.08 an hour.

For men with high school diplomas, entry-level hourly pay fell by 3.3% to \$10.93 from 2001 to 2005. For female high school graduates, pay fell by 4.9% to \$9.08 an hour.

The wage gap between college-educated and high school-educated workers is the widest ever, with college graduates earning 74% more than high school graduates, up from 40% in 1979.

Create an action plan for your future. What must you do now to protect yourself? Four years from now? How will you do it?

- **Organize an economy jig saw puzzle contest**

Break up into teams. Ask the storekeepers closest to the school if they will contribute prizes for the winning team's grab bag and feature the winning puzzle and a photo of the best team in their window. Use an outline map of the United States on cardboard as the backing for your puzzle, but

make your team's puzzle as attractive as you can. Use national newspapers or the web as your source of current economic data for each piece of the puzzle and indicate your source.

For example:

"The median hourly wage for American workers has declined 2 percent since 2003 after factoring in inflation." – Economic Policy Institute, August 2006

"Productivity: The amount an average worker produces in an hour has risen steadily since 2003." – Department of Labor, August 2006

"Corporate profits are at their highest share of Gross Domestic Product since the 1960s." – Department of Commerce, August 2006

Can you have a complete picture if your puzzle is missing important pieces of the story?

The team that creates the puzzle with the most information is the winner. Consider second place for a team that had significant information the winning team did not have even if the second-place winner did not have as much information.

Notes:

Resources on the Web

Compiled by Center for Congressional and Presidential Studies

■ Classroom Resources

Want more information and classroom materials on political campaigns in the United States?

The Center for Congressional and Presidential Studies (CCPS) offers a wide variety of research reports, articles, case studies, data and streaming video on its web site at: <http://spa.american.edu/ccps/pages.php?ID=8>. The site also provides links to more than 100 political, media and research organizations. This work is supported in part by The Pew Charitable Trusts through the Improving Campaign Conduct Project.

■ Center for Congressional and Presidential Studies

<http://spa.american.edu/ccps/links.php>

Web site with links to:

Sponsoring Organizations

- American University
- School of Public Affairs
- The Pew Charitable Trusts

Campaign Conduct

- Alliance for Better Campaigns
- Common Cause
- The Center for Public Integrity
- The Center for Public Integrity's "Public I" Report
- U.S. House Ethical Campaigns Booklet

Campaign Consulting

- American Association of Political Consultants
- American Association of Political Consultants, Midwest Chapter
- Political Resource Directory

Campaign Finance

- American University Campaign Finance Web Site
- Committee for Economic Development's Campaign Finance Reform
- Public Campaign
- The Campaign Finance Institute
- The Center for Responsive Politics / Open Secrets
- The Center for the Study of Elections and Democracy
- The Federal Elections Commission

Campaign Organizations/ Political Parties

- Democratic Congressional Campaign Committee
- Democratic National Party

- Democratic Senatorial Campaign Committee
- EMILY'S List
- List of All U.S. Political Parties
- National Republican Congressional Committee
- National Republican Senatorial Committee
- Republican National Committee
- The American Party
- The Green Party
- The Reform Party
- The U.S. Green Party

Campaign Resources

- 1st Politics
- Campaign for Young Voters
- Center for American Politics and Citizenship
- Center for Voting and Democracy
- CNN
- Direct Democracy: National Voter Outreach
- GOPAC
- Rock the Vote
- speakout.com
- The Campaign Assessment and Candidate Outreach Project
- TheCapitol.net PAC Websites
- The Emerging Democratic Majority
- The Hill
- The Political Oddsmaker
- Vote Smart
- Yahoo! Politics

Congressional Research Centers

- Association of Centers for the Study of Congress
- Center for the Study of the Congress, Duke University School of Law
- Harry S. Truman Presidential Library
- Hubert H. Humphrey Institute of Public Affairs
- Mississippi State University Libraries Congressional and Political Research Center
- Panetta Institute
- Stennis Center for Public Service
- The Carl Albert Congressional Research and Studies Center
- The Center on Congress at Indiana University
- The Dirksen Congressional Center
- Thomas S. Foley Institute

Current Events

- American Political Science Association (APSA)
- C-Span
- Campaigns & Elections Magazine

Resources on the Web

- CNN
- GovSpot.com
- Journals of Opinion List at TheCapitol.Net
- National Center for Public Productivity
- Politics1.com
- Roll Call
- Roll Call
- Staffer Buzz: HillZoo.com
- The Economist
- The Hill
- The New York Times
- The Washington Post
- thomas.loc.gov
- Washington D.C. Community Calendar from WETA

Government Sites

- Congressional Documents Online at TheCapitol.Net
- Congressional Leadership at TheCapitol.Net
- Federal Register
- Fedworld
- Government Accountability Office
- Government Printing Office
- U.S. Capitol
- U.S. House
- U.S. Senate

Internships

- School of Public Affairs Internships

Lobbying Sites

- A Large Directory of United States Lobbyists
- American League of Lobbyists
- Citizen Lobbying Kit from The Conservative Caucus
- Grassroots Lobbying from the International Association of Fire Fighters
- Influence: The Business of Lobbying
- Lobbying: The Basics from the Democracy Center
- U.S. Congress Lobbying Registration

Pew Charitable Trust Grantees

- Advertising Council, The
- Alliance for Better Campaigns
- American Council of Learned Societies
- American Enterprise Institute
- Annenberg School for Communication at The University of Pennsylvania
- Aspen Institute, The
- Best Practices 2000
- Best-Practice Case Studies
- Brigham Young University

- Brookings Institution, The
- Campaign Finance Institute, The
- Center for Public Integrity
- Center for Responsive Politics, The
- Citizens for a Sound Economy Education Foundation
- Columbia University in the City of New York – Center for the Social Sciences
- Committee for Economic Development
- Congress Online Project
- Council for Excellence in Government
- Department of Political Science, University of Wisconsin-Madison
- Do Something, Inc.
- Government Performance Project, The
- GWU Graduate School of Political Management, The
- Harvard University - Center for International Affairs
- Harwood Institute for Public Innovation, The
- Hudson Institute, Inc.
- Joan Shorenstein Center on the Press, Politics and Public Policy
- Pew Research Center for the People & the Press
- Political Science, Oregon State University
- Project Vote Smart
- Public Achievement
- Rock the Vote
- Rockefeller Institute of Government
- Task Force on Campaign Reform
- Temple Center for Public Policy
- Thomas C. Sorensen Institute for Political Leadership
- Tides Center, The
- University of Chicago, The School of Social Service Administration
- USC Annenberg School for Communication
- Youth Service America

Presidential Libraries and Research Centers

- Dwight D. Eisenhower Presidential Library
- Franklin D. Roosevelt Presidential Library
- George Bush Presidential Library
- Gerald R. Ford Presidential Library
- Herbert Hoover Presidential Library
- Jimmy Carter Presidential Library
- John F. Kennedy Presidential Library
- Lyndon B. Johnson Presidential Library
- National Archives Presidential Libraries Site
- Nixon Presidential Materials Staff
- Ronald Reagan Presidential Library
- William J. Clinton Presidential Library

Resources on the Web

Related Academic Programs

- Regent University
- Sorensen Institute for Political Leadership at the University of Virginia
- Suffolk University Graduate Degrees in Political Science
- The George Washington University Graduate School of Political Management
- The Institute of Governmental Studies at UC Berkeley
- The Ray C. Bliss Institute of Applied Politics at the University of Akron
- The University of Florida Graduate Program in Political Campaigning
- University of New Haven Department of Political Science
- Senate Roll Call Votes
- The Annenberg Public Policy Center at the University of Pennsylvania
- The Aspen Institute
- The Capitol.Net
- The Cato Institute
- The Communicator
- The Council for Excellence in Government
- The Miller Center of Public Affairs at the University of Virginia
- Urban Institute

Research Resources

- American Enterprise Institute for Public Policy Research (AEI)
- American Political Development at the Miller Center of Public Affairs
- American University Center for Democracy and Election Management
- Brookings Institution
- Center on Budget and Policy Priorities
- Congress Online Project
- Federal Budget Links
- Glossary of Congressional and Legislative Terms
- Legislative History Reference
- NIRA Index of Think Tanks
- Polling Report
- Program for Governmental Research and Education at Oregon State University
- Progressive Policy Institute
- PubList

■ Association for Supervision and Curriculum Development

<http://www.ascd.org/>

■ Center for Civic Education

<http://www.civiced.org/>

■ Education Commission of the States

<http://www.ecs.org/>

■ League of Education Voters

http://www.educationvoters.org/about_us.htm

■ League of Women Voters

<http://lww.org/>

■ politicalinformation.com

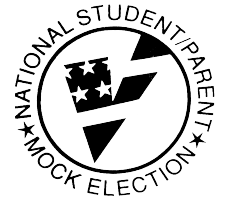
<http://www.politicalinformation.com/>
Political issues-related search engine.

■ Vote Smart

<http://www.vote-smart.org/>

■ www.governmentguide.com

2006 National Student/Parent Mock Election Issues Forum



If you have not received a candidate ballot from your state coordinator and do not have access to the Internet list your candidate choices here.

Senate: _____

Congress: _____

Governor (in states where there is a race): _____

ENROLL!

You may enroll online at our web site at www.nationalmockelection.com or download an enrollment form and e-mail us at nspme@aol.com or fax to (520) 742-3553. You will be contacted by your state's Coordinator or the National Student/Parent Mock Election.

DESIGN YOUR PROGRAM

The National Student/Parent Mock Election allows you the flexibility of designing the voter education program that is right for your students.

VOTE!

Vote on the internet, by phone, or by fax, and forward the tallies to your state's "Election Headquarters." Each state has an Election Headquarters for National Mock Election Day, November 2, 2006. Your State Coordinator will supply information on the location of your state's Mock Election Headquarters, or, alternatively, you will be able to vote directly at "National Election Headquarters" at the Hartford Courant newspaper in Hartford, Conn. Watch www.nationalmockelection.org for further instructions. (State Coordinators or the National Student/Parent Mock Election will provide instructions in October.)

The National Student/Parent Mock Election

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American Federation of Teachers

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National Association of Secondary School Principals

National Association of State
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