LOC TPS Gov/AP Gov Electoral Processes (ballots)

9-12 Grades

This activity is sponsored in part by the Library of Congress Teaching with Primary Sources Eastern Region Program, coordinated by Waynesburg University.

To be taught within a unit on elections.

One class period of 45 – 60 minutes

Description of activity: Students examine materials relevant to changes in the processes of voting - namely the shift to the use of the office bloc ballot.

Activity Goals

A. Focus Question: Who has control over the way elections are run? Does it matter? What are the political implications of party produced “election tickets” and the office bloc or Australian ballot?

B. Context: This will be used within a unit on elections.

C. Objectives: Explain the evolution of party tickets to the office bloc ballot. Identify and explain the political implications of this change.

D. Assessment: Formative assessment below

Virginia SOLS

STANDARD GOVT.1 a, c, d, g
The student will demonstrate mastery of the social studies skills responsible citizenship requires, including the ability to
a) analyze primary and secondary source documents;

STANDARD GOVT.6b
The student will demonstrate knowledge of local, state, and national elections by
b) describing the nomination and election process.

Common Core

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.4

Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5

Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.7

Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.9

Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

For background refer to “Election Process”
https://www.loc.gov/teachers/classroommaterials/presentationsandactivities/presentations/elections/elecprocess.html
Examine

Four election tickets of 1862, Massachusetts
Printed Ephemera Collection

http://www.loc.gov/resource/rbpe.06903400/?sp=1

What do you notice about these ballots?
(Was this a presidential election? Why was Andrew Jackson pictured at the top?)

Who do you think printed these election tickets?

What electoral consequences would result from the use of such ballots?
Examine

Illinois election ticket for presidential electors.

1860

http://www.loc.gov/item/scsm000492/

➢ What differences do you notice between this election ticket and the previous ones?
Formative Task: How is the ballot for a presidential election today different than this one?

❖ Read “How Independent Voters Can Be Heard at Primary” in the Political Gossip column in The Topeka State Journal May 1908
➢ What advice was given? Why did the author choose to include this in the newspaper?

❖ Read “How to Vote the New Ballot”
➢ Why was this article published?

❖ Examine

https://www.loc.gov/item/rbpe.16201500/
➢ Why did the Republican committee produce this? Why did they believe it was needed?

Formative Task: How did the office bloc or Australian ballot change the way people voted in elections? What were the implications for the results of elections?