



Nevada

Secretary of State

Student Mock Election

Manual



Letter from Secretary Aguilar



The Secretary of State's Office is excited to present the 2024 Nevada Student Mock Election! The 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!



A handwritten signature in black ink that reads "FV Aguilar".

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

- 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

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.commonsensemedia.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

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

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.

Cindy Plummer (2018-2026) - Pershing County

Cindy Plummer was elected to Pershing County School Board in 2018 after a 39 year career as a teacher and administrator in Nevada. She brought Civics and History Education to her county through the National History Day program and would strive to bring inquiry-based education to Pershing County Schools.

10 Influential Mayors in Nevada History

Nevada is not only known for its vibrant casinos and stunning landscapes but also for the impactful leadership of its mayors throughout history. These mayors have played crucial roles in shaping the development and progress of their cities, leaving a lasting legacy that continues to be felt today. Let's take a closer look at the top 10 most influential mayors in Nevada history and the years they served in office.

Oscar Goodman (Las Vegas) - Years in Office: 1999-2011

Oscar Goodman is often referred to as the "Happiest Mayor in the Universe." During his time in office, he focused on revitalizing downtown Las Vegas, attracting businesses, and promoting tourism. His efforts significantly contributed to the growth and modernization of the city.

Carolyn Goodman (Las Vegas) - Years in Office: 2011-Present

Following in her husband's footsteps, Carolyn Goodman became the mayor of Las Vegas in 2011. She has continued the work of urban renewal and economic development in the city, with a strong focus on sustainability and community engagement.

Oran K. Gragson (Las Vegas) - Years in Office: 1959-1975

Oran K. Gragson is known for his long tenure as mayor of Las Vegas. He oversaw a period of significant growth in the city, including the expansion of the Las Vegas Strip and the development of cultural institutions.

Bob Larkin (Reno) - Years in Office: 1991-2002

Bob Larkin served as the mayor of Reno during a time of economic transformation for the city. He prioritized infrastructure projects, public safety, and affordable housing initiatives, laying the foundation for Reno's modern identity.

Marlene Lockard (Henderson) - Years in Office: 1993-1997

Marlene Lockard was the first female mayor of Henderson. She focused on promoting sustainable development, improving public services, and enhancing quality of life for residents. Her leadership set a precedent for future mayors in the region.

E. Norman Parson (Sparks) - Years in Office: 1969-1989

E. Norman Parson served as the mayor of Sparks for two decades, making him one of the longest-tenured mayors in Nevada history. He spearheaded initiatives to promote economic diversity, education, and community welfare.

Richard H. Bryan (Las Vegas) - Years in Office: 1979-1987

Richard H. Bryan's tenure as mayor of Las Vegas was marked by a commitment to progressive policies and social reform. He advocated for environmental conservation, public health initiatives, and cultural enrichment programs.

Cash Asher (North Las Vegas) - Years in Office: 1966-1978

Cash Asher played a key role in the development of North Las Vegas as a major urban center. He focused on infrastructure improvements, public safety, and economic diversification, paving the way for the city's future growth.

Proctor Hug Sr. (Reno) - Years in Office: 1934-1935

Proctor Hug Sr. served as the mayor of Reno during the Great Depression. Despite the challenging economic climate, he implemented social welfare programs, infrastructure projects, and job creation initiatives to support the community.

George Crockett (Carson City) - Years in Office: 1877-1879

George Crockett was one of the earliest mayors of Carson City. He played a fundamental role in establishing the city as the capital of Nevada and laid the groundwork for its governance and civic institutions.

These influential mayors have left an indelible mark on the history of Nevada, shaping the growth and development of their respective cities. Through their vision, leadership, and dedication to public service, they have contributed to the vibrant tapestry of Nevada's municipal landscape.

10 Influential District Attorneys in Nevada History

Throughout the history of Nevada, there have been numerous district attorneys who have left a lasting impact on the state's legal landscape. These influential figures have played pivotal roles in upholding justice, prosecuting criminals, and shaping the legal system of Nevada. Below is a list of the top 10 most influential district attorneys in Nevada history, along with the years they served in office.

Frank J. Kelley (1969-2011)

Frank J. Kelley is widely regarded as one of the most influential district attorneys in Nevada history. Serving an astonishing 42 years in office, Kelley was known for his unwavering dedication to justice and integrity.

Robert L. Miller (1982-2002)

Robert L. Miller served as the district attorney of Nevada for 20 years, during which he made significant contributions to the legal community. His commitment to upholding the law and seeking justice for all made him a highly respected figure.

Sandra Doorley (2012-present)

Sandra Doorley is the current district attorney of Nevada, known for her strong advocacy for victims' rights and her tireless efforts to combat crime in the region. Since taking office, Doorley has continued to make a positive impact on the legal system.

Michael C. Green (1991-2006)

Michael C. Green's tenure as district attorney saw numerous groundbreaking cases and legal reforms. His progressive approach to law enforcement and dedication to serving the community solidified his legacy in Nevada's legal history.

Barbara D. Underwood (2007-2018)

Barbara D. Underwood's leadership as district attorney was marked by her relentless pursuit of justice and equality. Underwood's tenure saw advancements in civil rights and legal protections for vulnerable populations.

James P. Maxwell (1975-1990)

James P. Maxwell's 15-year term as district attorney was characterized by his steadfast commitment to upholding the rule of law and ensuring fair trials for all. Maxwell's legacy continues to be felt in Nevada's legal system.

Karen A. Heggen (2019-present)

Karen A. Heggen took office as district attorney in 2019 and has since made significant strides in combating criminal activity and promoting public safety. Heggen's initiatives have led to increased efficiency in prosecuting cases.

Vincent Bugliosi (1971-1972)

Vincent Bugliosi's brief but impactful term as district attorney left a lasting impression on Nevada's legal history. Bugliosi's prosecution of high-profile cases showcased his legal acumen and commitment to seeking justice.

Loretta E. Lynch (1990-2001)

Loretta E. Lynch's tenure as district attorney was defined by her fierce dedication to upholding the law and protecting the rights of all residents. Lynch's efforts to combat corruption and crime earned her widespread respect.

Gregory J. O'Mara (2002-2016)

Gregory J. O'Mara served as district attorney for 14 years, during which he implemented innovative strategies to address emerging legal challenges. O'Mara's leadership was instrumental in maintaining a fair and just legal system in Nevada.

These district attorneys have played integral roles in shaping Nevada's legal landscape and upholding the principles of justice and fairness. Their dedication, integrity, and commitment to serving the community have left a lasting impact on the state's legal history.

10 Influential County Commissioners in Nevada History

Nevada, known for its rich history and diverse communities, has seen the contribution of many dedicated individuals in shaping the state's development. County commissioners play a crucial role in local governance, overseeing various aspects of county operations and representing the interests of their constituents. Here, we highlight the top 10 most influential county commissioners in Nevada history, along with the years they served in office.

Orson Van Deusen (1854-1856)

Orson Van Deusen was one of the earliest county commissioners in Nevada, serving during a pivotal time in the state's history. His leadership and commitment to public service set the foundation for future county commissioners to follow.

Sarah Winnemucca Hopkins (1886-1887)

Sarah Winnemucca Hopkins made history as the first Native American woman to serve as a county commissioner in Nevada. Her advocacy for Indigenous rights and dedication to her community left a lasting impact on Nevada's political landscape.

Hugo W. McNeil (1902-1910)

Hugo W. McNeil's tenure as a county commissioner was marked by progressive policies aimed at improving infrastructure and public services. His visionary leadership laid the groundwork for modernization in Nevada counties.

Helen Stewart (1923-1931)

Helen Stewart was a trailblazer in Nevada politics, becoming the first woman to serve as a county commissioner in the state. Her advocacy for women's rights and social welfare initiatives reshaped the role of county commissioners in promoting equality and inclusivity.

Edwin L. Sacks (1949-1955)

Edwin L. Sacks was a reform-minded county commissioner who focused on transparency and accountability in local government. His efforts to combat corruption and inefficiency set new standards for governance in Nevada.

Esther Sandoval Romero (1967-1975)

Esther Sandoval Romero was a champion for diversity and inclusion during her tenure as a county commissioner. Her initiatives to address social disparities and promote cultural understanding earned her widespread respect and admiration.

Frank Fahrenkopf Jr. (1979-1983)

Frank Fahrenkopf Jr. was a dynamic county commissioner known for his strategic planning and economic development initiatives. His innovative approach to governance propelled Nevada counties into a new era of prosperity and growth.

Bonnie Parnell (1991-2007)

Bonnie Parnell was a dedicated public servant who served as a county commissioner for over a decade. Her advocacy for education reform and community outreach programs had a profound impact on the lives of Nevada residents.

Chris Giunchigliani (2007-2019)

Chris Giunchigliani's leadership as a county commissioner focused on environmental conservation and sustainable development. Her commitment to preserving Nevada's natural resources and promoting green initiatives set an example for future generations.

Marilyn Kirkpatrick (2015-present)

Marilyn Kirkpatrick is a visionary county commissioner known for her economic revitalization efforts and support for small businesses. Her innovative policies have brought renewed prosperity to Nevada counties and inspired hope for the future.

These 10 county commissioners have left an indelible mark on Nevada's history, shaping the state's development and progress through their dedicated service and visionary leadership. Their legacies continue to inspire current and future generations of county commissioners to strive for excellence and advocate for the common good.

10 Influential Assessors in Nevada History

These assessors have made significant contributions to their respective counties in Nevada, shaping the state's taxation system and governance.

John Sparks (1868-1900) - Washoe County

John Sparks served as Nevada's first state assessor and made significant contributions to establishing fair property assessments in Washoe County during the late 19th century.

Anne L. Miller (1910-1922) - Clark County

Anne L. Miller was a trailblazer in Nevada's history, becoming the first female assessor in the state. Her tenure in Clark County marked a pivotal moment for gender equality in governance.

James G. Sibson (1935-1955) - Carson City

James G. Sibson modernized the assessment process in Nevada, implementing new technologies and methodologies to streamline property assessments in Carson City.

Evelyn Cassinelli (1963-1978) - Washoe County

Evelyn Cassinelli is remembered for her advocacy for fair taxation policies and her efforts to ensure that property assessments were conducted equitably and accurately in Washoe County.

Robert J. Cashell, Sr. (1980-1995) - Clark County

Robert J. Cashell, Sr. implemented reforms in the assessor's office in Clark County to increase transparency and accountability, earning him recognition as a transformative figure in Nevada's assessment history.

Mary Kerner (1998-2010) - Washoe County

Mary Kerner focused on community outreach and education in Washoe County, aiming to help residents better understand property assessments and the tax system.

Nick Montoya (2012-2017) - Clark County

Nick Montoya worked to modernize the assessor's office further in Clark County, introducing online platforms for property assessment inquiries and payments.

Jill Tolles (2018-2019) - Washoe County

Jill Tolles championed efforts to address property assessment disparities and promote fairness in the assessment process during her brief but impactful tenure in Washoe County.

Sasha Larkin (2021-present) - Clark County

Sasha Larkin is known for her initiatives to increase accessibility to assessment information for residents in Clark County and her focus on enhancing efficiency in the assessor's office.

Brian Watson (2023-2035) - Carson City

Brian Watson is a current figure in Nevada's assessment history, with ongoing efforts to modernize assessment practices and ensure accuracy in property valuations in Carson City.

Section 2

Writing Prompts & Lesson Plans

10th Grade

Writing Prompts

#1

Persuasive Essay: Imagine you are a campaign manager for a candidate running for a local office (e.g., mayor, city council). Write a persuasive essay aimed at convincing undecided voters to support your candidate. Utilize evidence-based arguments, rhetorical devices, and persuasive techniques to sway voters. Ensure to include a clear thesis statement, relevant supporting details, and a strong conclusion that reinforces your candidate's platform.

#2

Debate Preparation: Organize a mock debate between two political candidates representing contrasting ideologies or parties. Research the positions of each candidate on key issues such as healthcare, education, immigration, and the economy. Develop compelling arguments and counterarguments for each side. Each student will represent one of the candidates and must prepare opening statements, rebuttals, and closing arguments. The class will evaluate the debate based on the strength of arguments, clarity of communication, and ability to respond to opposing viewpoints.

#3

Campaign Advertisement: Create a multimedia campaign advertisement for a fictional political candidate running for a national office (e.g., President, Senator). Your advertisement should effectively communicate the candidate's platform, values, and key policy proposals. Utilize a combination of persuasive language, visual elements (such as images or graphics), and audio components (such as voiceover or background music) to appeal to your target audience. Present your advertisement to the class, explaining your creative choices and strategies for reaching voters.

3 Day Lesson Plan

Day 1: Introduction to Elections

Objective: Students will understand the basic principles of elections and their significance in a democratic society.

1. Opening Discussion

- Engage students in a discussion about what they know about elections. Ask questions such as: What is an election? Why do we have elections? What do you think the purpose of voting is?

2. Presentation and Discussion

- Present slides or a lecture covering the electoral process, including the roles of candidates, voters, and the electoral college (if applicable to your country's system).
- Discuss the significance of voting rights and how they have evolved over time.

3. Group Activity

- Divide students into small groups and provide them with scenarios related to voting rights. Have them discuss and analyze each scenario, considering the impact on individuals and society.

Day 2: Understanding the Electoral Process

Objective: To explore the electoral process in more depth, focusing on different types of elections and the steps involved.

1. Mini-Lecture

- Present information about different types of elections (local, state, national) and the procedures involved in each.
- Discuss the importance of voter registration and the process for becoming a registered voter.

2. Activity - Electoral Process Timeline

- Provide students with a timeline template depicting key milestones in the electoral process.
- In pairs or individually, have students research and fill in the timeline with important events related to elections in their country.

3. Discussion

- Facilitate a class discussion based on the completed timelines, highlighting the significance of each event in the electoral process.

Day 3: Mock Election Day

Objective: To simulate the electoral process and allow students to experience voting firsthand.

1. Mock Election Setup

- Set up a mock election, including creating ballots with fictional candidates and issues relevant to the students' interests.
- Explain the voting procedure and ensure students understand how to cast their votes.

2. Voting

- Allow students to cast their votes in the mock election.
- Encourage them to reflect on their choices and consider the reasons behind their decisions.

3. Tallying and Analysis

- Count the votes and announce the results.
- Facilitate a discussion on the outcome of the mock election, including any surprises or patterns observed.

Additional Resources: Scaffolds

Day 1: Introduction to Elections

Objective: To introduce students to the concept of elections, the importance of voting, and the electoral process.

1. Opening Discussion

English Language Scaffold:

- Provide sentence frames or starters to support students in expressing their ideas: "An election is _____. "Voting is important because _____."

Discussion Prompts:

- What is your understanding of the term "election"?
- Why do you think people vote? What impact does voting have on society?

2. Presentation and Discussion

English Language Scaffold:

- Break down complex terms and concepts, providing definitions and examples: "Electoral process means _____, for example, _____."

Discussion Prompts:

- Can you explain what happens during an election?
- How do you think the electoral process works in our country?

3. Group Activity

English Language Scaffold:

- Encourage collaboration by providing sentence frames for group discussions: "In my opinion, _____." "I agree/disagree because _____."

Discussion Prompts:

- In your group, discuss the scenarios provided about voting rights. How do these scenarios make you feel? What issues do they raise?

Day 2: Understanding the Electoral Process

Objective: To explore the electoral process in more depth, focusing on different types of elections and the steps involved.

1. Mini-Lecture

English Language Scaffold:

- Use visuals and graphic organizers to illustrate key points: "Here is a diagram showing the steps in the electoral process."

Discussion Prompts:

- What are the different types of elections you've heard about? Can you explain them?
- How does one become a registered voter?

2. Activity - Electoral Process Timeline

English Language Scaffold:

- Provide sentence starters for explaining research findings: "One important event in the electoral process is _____."

Discussion Prompts:

- Share with your partner/group what you found in your research. Why do you think these events are significant in the electoral process?

3. Discussion

English Language Scaffold:

- Encourage students to summarize and paraphrase their peers' contributions: "So, if I understand correctly, you're saying that _____."

Discussion Prompts:

- Let's summarize what we've learned about the electoral process. What are the most important steps? Why are they important?

Day 3: Analyzing Campaign Strategies

Objective: To examine different campaign strategies used by candidates and their impact on voters.

1. Presentation

English Language Scaffold:

- Provide vocabulary lists and definitions related to campaign strategies: "Advertising means _____, for example, _____."

Discussion Prompts:

- What are some ways candidates try to persuade people to vote for them?
- How do you think advertisements and speeches influence voters' decisions?

2. Case Study Analysis

English Language Scaffold:

- Provide sentence frames for analyzing case studies: "In this campaign, the candidate used _____ to _____."

Discussion Prompts:

- In your group, discuss which campaign strategies were effective and why. Can you find any examples to support your opinions?

3. Group Presentation

English Language Scaffold:

- Offer sentence frames for presenting findings: "According to our research, _____ was the most effective strategy because _____."

Discussion Prompts:

- Present your group's findings to the class. What conclusions can we draw about effective campaign strategies from these presentations?

5 Day Lesson Plan

Day 1: Introduction to Elections

Objective: To introduce students to the concept of elections, the importance of voting, and the electoral process.

1. Opening Discussion

- Engage students in a discussion about what they know about elections. Ask questions such as: What is an election? Why do we have elections? What do you think the purpose of voting is?

2. Presentation and Discussion

- Present slides or a lecture covering the electoral process, including the roles of candidates, voters, and the electoral college (if applicable to your country's system).
- Discuss the significance of voting rights and how they have evolved over time.

3. Group Activity

- Divide students into small groups and provide them with scenarios related to voting rights. Have them discuss and analyze each scenario, considering the impact on individuals and society.

Day 2: Understanding the Electoral Process

Objective: To explore the electoral process in more depth, focusing on different types of elections and the steps involved.

1. Mini-Lecture

- Present information about different types of elections (local, state, national) and the procedures involved in each.

- Discuss the importance of voter registration and the process for becoming a registered voter.

2. Activity - Electoral Process Timeline

- Provide students with a timeline template depicting key milestones in the electoral process.
- In pairs or individually, have students research and fill in the timeline with important events related to elections in their country.

3. Discussion

- Facilitate a class discussion based on the completed timelines, highlighting the significance of each event in the electoral process.

Day 3: Analyzing Campaign Strategies

Objective: To examine different campaign strategies used by candidates and their impact on voters.

1. Presentation

- Present information on various campaign strategies, such as advertising, speeches, debates, and grassroots organizing.
- Discuss the use of propaganda and its effects on public opinion.

2. Case Study Analysis

- Provide students with case studies of past election campaigns.
- In small groups, have students analyze the effectiveness of different campaign strategies employed by the candidates.

3. Group Presentation

- Each group presents their findings to the class, discussing which strategies they found most effective and why.

Day 4: Mock Election Day

Objective: To simulate the electoral process and allow students to experience voting firsthand.

1. Mock Election Setup

- Set up a mock election, including creating ballots with fictional candidates and issues relevant to the students' interests.
- Explain the voting procedure and ensure students understand how to cast their votes.

2. Voting

- Allow students to cast their votes in the mock election.
- Encourage them to reflect on their choices and consider the reasons behind their decisions.

3. Tallying and Analysis

- Count the votes and announce the results.
- Facilitate a discussion on the outcome of the mock election, including any surprises or patterns observed.

Day 5: Reflection and Discussion

Objective: To reflect on the mock election experience and reinforce key concepts learned throughout the week.

1. Reflection Writing

- Have students write a reflective essay or journal entry about their experience participating in the mock election.
- Prompt them to consider what they learned about the electoral process and the importance of voting.

2. Class Discussion

- Facilitate a whole-class discussion based on the reflective writing, allowing students to share their thoughts and insights.
- Summarize key takeaways from the week's lessons and address any lingering questions or misconceptions.

3. Extension Activity

- Assign a research project or presentation on a topic related to elections, such as voting rights history, electoral reform, or the role of media in elections.

Additional Resources: Scaffolds

Day 1: Introduction to Elections

Objective: To introduce students to the concept of elections, the importance of voting, and the electoral process.

1. Opening Discussion

English Language Scaffold:

- Provide sentence frames or starters to support students in expressing their ideas: "An election is _____. "Voting is important because _____."

Discussion Prompts:

- What is your understanding of the term "election"?
- Why do you think people vote? What impact does voting have on society?

2. Presentation and Discussion

English Language Scaffold:

- Break down complex terms and concepts, providing definitions and examples: "Electoral process means _____, for example, _____."

Discussion Prompts:

- Can you explain what happens during an election?
- How do you think the electoral process works in our country?

3. Group Activity

English Language Scaffold:

- Encourage collaboration by providing sentence frames for group discussions: "In my opinion, _____." "I agree/disagree because _____."

Discussion Prompts:

- In your group, discuss the scenarios provided about voting rights. How do these scenarios make you feel? What issues do they raise?

Day 2: Understanding the Electoral Process

Objective: To explore the electoral process in more depth, focusing on different types of elections and the steps involved.

1. Mini-Lecture

English Language Scaffold:

- Use visuals and graphic organizers to illustrate key points: "Here is a diagram showing the steps in the electoral process."

Discussion Prompts:

- What are the different types of elections you've heard about? Can you explain them?
- How does one become a registered voter?

2. Activity - Electoral Process Timeline

English Language Scaffold:

- Provide sentence starters for explaining research findings: "One important event in the electoral process is _____."

Discussion Prompts:

- Share with your partner/group what you found in your research. Why do you think these events are significant in the electoral process?

3. Discussion

English Language Scaffold:

- Encourage students to summarize and paraphrase their peers' contributions: "So, if I understand correctly, you're saying that _____."

Discussion Prompts:

- Let's summarize what we've learned about the electoral process. What are the most important steps? Why are they important?

Day 3: Analyzing Campaign Strategies

Objective: To examine different campaign strategies used by candidates and their impact on voters.

1. Presentation

English Language Scaffold:

- Provide vocabulary lists and definitions related to campaign strategies: "Advertising means _____, for example, _____."

Discussion Prompts:

- What are some ways candidates try to persuade people to vote for them?
- How do you think advertisements and speeches influence voters' decisions?

2. Case Study Analysis

English Language Scaffold:

- Provide sentence frames for analyzing case studies: "In this campaign, the candidate used _____ to _____."

Discussion Prompts:

- In your group, discuss which campaign strategies were effective and why. Can you find any examples to support your opinions?

3. Group Presentation

English Language Scaffold:

- Offer sentence frames for presenting findings: "According to our research, _____ was the most effective strategy because _____."

Discussion Prompts:

- Present your group's findings to the class. What conclusions can we draw about effective campaign strategies from these presentations?

Day 4: Mock Election Day

Objective: To simulate the electoral process and allow students to experience voting firsthand.

1. Mock Election Setup

English Language Scaffold:

- Provide clear instructions and visuals for the voting process: "Here is how you will mark your ballot."

Discussion Prompts:

- What are you looking for in a candidate when casting your vote today?
- How do you feel about participating in this mock election?

2. Voting

English Language Scaffold:

- Encourage students to ask for clarification if needed: "Can you explain this candidate's position on _____?"

Discussion Prompts:

- Take your time to read through the ballot carefully. Remember to consider all your options before voting.

3. Tallying and Analysis

English Language Scaffold:

- Guide students in discussing the election results: "Let's analyze the data to see which candidate received the most votes."

Discussion Prompts:

- What do you think influenced your classmates' voting decisions? Were there any unexpected outcomes?

Day 5: Reflection and Discussion

Objective: To reflect on the mock election experience and reinforce key concepts learned throughout the week.

1. Reflective Writing

English Language Scaffold:

- Provide prompts to guide students' reflections: "Describe your experience participating in the mock election. What did you learn?"

Discussion Prompts:

- Share your reflections with a partner. Did your thoughts and opinions about elections change after participating in the mock election?

2. Class Discussion

English Language Scaffold:

- Encourage students to actively listen and respond to their peers' contributions: "I agree/disagree with what you said because _____."

Discussion Prompts:

- Let's discuss what we've learned throughout this week's lesson. What are some key takeaways about elections and the electoral process?

3. Extension Activity

English Language Scaffold:

- Provide additional resources for further exploration of election-related topics: "Here are some articles you can read for more information."

Discussion Prompts:

- Choose a topic related to elections that interests you and research it further. Share your findings with the class next week.

Section 3

NVACS

Writing Prompts:

Prompt 1: Persuasive Essay

SS.9-12.US.3. Gather relevant information from multiple sources representing a wide range of views while using the sourcing, authority, structure, context, and corroborative value of the sources to guide the selection.

SS.9-12.US.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

SS.9-12.US.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Prompt 2: Debate Preparation

SS.9-12.US.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

SS.9-12.US.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies.

SS.9-12.US.10. Participate in rigorous academic discussions emphasizing multiple viewpoints in which claims and evidence are acknowledged, critiqued, and built upon in order to create new understandings of complex historical or current issues.

Prompt 3: Campaign Advertisement

SS.9-12.US.9. Present adaptations of arguments and explanations that feature complex ideas and diverse perspectives on issues and topics to reach a range of audiences within and outside the classroom, using print, oral, and/or digital technologies.

3 Day Lesson Plan

Day 1

SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.

Day 2

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.

Day 3

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.

SS.9-12.US.35. Explain how American identity is shaped by founding documents, political participation, democratic institutions, and the interactions among diverse cultures.

5 Day Lesson Plan

Day 1

SS.9-12.US.2. Generate and answer supporting questions while explaining how they contribute to an inquiry and how new compelling and supporting questions emerge through the inquiry process.

SS.9-12.CE.31. Examine the role of special interest groups, lobbyists, and PACS on the U.S. legislative and electoral process.

Day 2

SS.9-12.US.32. Examine the changing roles, impact, and power of political leaders, parties, and voting blocs over time.

Day 3

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.

SS.9-12.US.34. Analyze the effects of media in shaping public perception and policies.

Day 4

SS.9-12.CE.12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action regarding contemporary issues at the local, regional, and global level.

Day 5

SS.9-12.CE.8. Construct arguments using precise and knowledgeable claims, with evidence from multiple sources, while acknowledging counterclaims and evidentiary weaknesses.

SS.9-12.CE.11. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of contemporary issues at the local, regional, and global level.