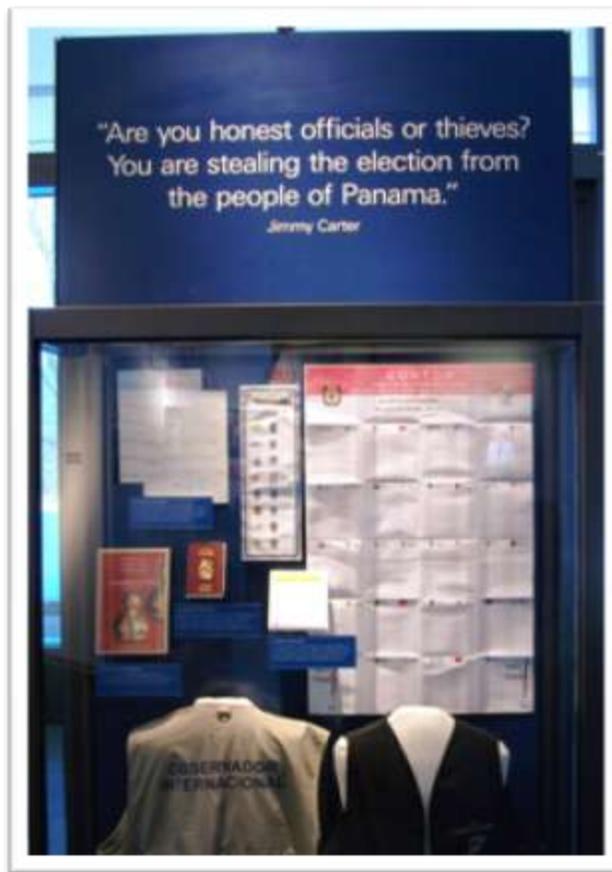


The Award Winning

**Jimmy Carter Library & Museum**

ATLANTA, GEORGIA

## **Curriculum Guide: The President's Travels**



Unit 14 of 19:

### **Waging Peace – Election Monitoring**

# WAGING PEACE

## Election Monitoring



**China**



**Liberia**

**The Carter Center works around the world to resolve conflicts, strengthen democracy, and secure human rights.**

The Carter Center is well-known for monitoring elections. But the Center's work goes far beyond democratic elections. Democracies also need freedom of information, transparency of government, the rule of law, and basic human rights.

The Center's programs address immediate challenges and foster long-term development to support peace, justice, human rights, and democracy across nations and societies.



## Liberia

“The Carter Center currently works to strengthen the rule of law in Liberia, partnering with grassroots civil society organizations to increase access to justice in underserved rural communities. The Center also supports national goals to improve health services. In 1997 and 2005, the Center observed Liberia's national elections and the Carter Centre U.K. implemented an electoral assistance program.

## Waging Peace

At the invitation of President Ellen Johnson Sirleaf, the Center is helping the country rebuild its legal infrastructure, which is a prerequisite for lasting peace and democratic progress. We work in partnership with leaders at the highest levels of government as well as those in the most remote areas of Liberia and act as a communication bridge between these groups.

In underserved rural areas, local groups are educating people about new laws and legal means for resolving disputes. One of our local partners is a drama club performing skits that explain the how-tos of access to

[Continued...](#)

justice. They are replacing traditional practices of justice, such as "trial by ordeal," and teaching people about new rights and laws, and means to resolve disputes. There is an emphasis on empowering traditionally marginalized groups, such as indigenous people, women, and youth, who historically have had little role in the political and legal processes that have shaped the nation.

The Center also is supporting the Ministry of Justice in developing a Gender Crimes Unit in the Solicitor General's Office; helping to expand training of lawyers, police, and other key legal administrators; and supporting the Arthur Grimes School of Law by assisting with curriculum development and other inputs."

For more information see

<http://www.cartercenter.org/countries/liberia.html>

### Student Activity #1

Students will create a timeline of events in Liberian history focusing on the leaders and government since The Carter Center has been involved in the country. Students can access this information from

<http://www.cartercenter.org/countries/liberia-peace.html>.

### Student Activity #2

Students will research the leaders from Liberia and complete a comparison chart between 2 of the leaders. Students should research former President Charles Taylor, Presidential candidate George Weah, and the current (2011) President Ellen Johnson Sirleaf.

Students can use the personal profile chart on the next page for each leader and then complete a comparison chart such as a Venn diagram for two of the leaders.

After completing the chart, students should pair up with other classmates who compared the same leaders and discuss their findings.

Finally, the teacher and students can discuss the comparisons between the leaders and take an informal vote as to which they would elect if there were an election between these leaders.

## Interactive Map Table



When students go to the Post Presidency section of the Jimmy Carter Library and Museum, they will have the opportunity to use the interactive tables seen in the above picture. Students can choose from a variety of countries in which The Carter Center works including Liberia.

### Email

If students have an email address they can receive an email after completing parts of the Interactive table. Have students complete the Liberia activity and then they will receive an email that stamps their virtual passport.



## **Liberian Personal Profile**

Name of leader \_\_\_\_\_

Early Life (childhood, early education, parents)

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---

---

Adult life (education, occupations, training)

---

---

---

Leadership position in Liberia

---

---

---

Successes or achievements

---

---

---

Failures

---

---

---

Other issues or facts

---

---

---

## Web Resources

For more information on the background of President Carter and the Carter Center read *Beyond the White House: Waging Peace, Fighting Disease, Building Hope*, by Jimmy Carter. <http://estore.archives.gov/Carter/ProductInfo/C1141.aspx>

Carter Center related websites concerning China

[http://www.cartercenter.org/peace/china\\_elections/index.html](http://www.cartercenter.org/peace/china_elections/index.html)

<http://chinaelectionsblog.net/>

Carter Center related websites concerning Liberia

<http://www.cartercenter.org/countries/liberia.html>

<http://www.cartercenter.org/countries/liberia-peace.html>.

Map of China and Liberia

Source: U.S. Central Intelligence Agency, World Factbook 2008.

## Georgia Performance Standards

### **Grade Two | SS2CG3**

The student will give examples of how the historical figures under study demonstrate the positive citizenship traits of honesty, dependability, liberty, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

### **Grade Two | SS2H1 (A)**

The student will read about and describe the lives of historical figures in Georgia history.

A. Identify the contributions made by these historic figures: Jimmy Carter (leadership and human rights).

### **Grades Nine – Twelve | SSCG20**

The student will describe the tools used to carry out United States foreign policy (diplomacy; economic, military, and humanitarian aid; treaties; sanctions and military intervention).

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# Watching Out for Democracy

Liberian children welcome election observers.



## Related GPS:

K

**SSKCG1:** Demonstrate an understanding of good citizenship.

3

**SS3CG1:** Explain the importance of the basic principles that provide the foundation of a republican form of government.

4

**SS4CG3:** Describe the functions of government.

**SS4CG4:** Explain the importance of Americans sharing certain democratic beliefs and principles, both personal and civic.

5

**SS5CG1a:** Explain the responsibilities of a citizen.

**SSCG3b:** Explain how voting rights were protected by the 15<sup>th</sup>, 19<sup>th</sup>, 23<sup>rd</sup>, 24<sup>th</sup>, and 26<sup>th</sup> amendments.

## The Carter Center works to help developing democracies ensure fair elections.

One of the ways in which the Carter Center “wages peace” is by monitoring elections in countries where democracy is developing. Many Americans take their ability to go to the polls for granted. The Carter Center works to make this right available to people worldwide, regardless of where they live.

In order to serve as election observers, Carter Center workers must be invited into a country by its officials. They also agree to abide by a set of [standards](#) for election observers, developed in part by the Carter Center. Following these guidelines helps to ensure that workers will maintain objectivity in observing the election, and also helps to prevent issues that arise from cultural misunderstandings. Workers must put aside their personal biases and opinions, keeping in mind that guaranteeing fair elections is the goal, not advancing their personal agendas.



**These are just some of the materials used by Carter Center election observers.**

## **Pre-Visit Activities:**

\*Before students visit the Carter Library and Museum, they may not have any awareness of why some countries have a need for election monitors. For students who have never voted, they may not be aware of the requirements for voting in this country, much less how that right is denied in other places.

\*Explain that not all countries are assured “free and fair” elections. Then, have students brainstorm definitions for “free and fair” within the context of elections. They can make personal connections to situations where they are free, and situations where fairness is important to them.

\*Have students think about the importance of elections in our country. How do they assure citizens that they have a voice in government? Then, students can hypothesize what it might be like for people who do NOT have a voice in government.





On display at the Carter Library and Museum are identification badges worn by President and Mrs. Carter when observing the 2009 Lebanese elections.

## Why is the invitation important?

- 1) Because of its reputation for a balanced approach to election monitoring, the Carter Center has been asked to observe elections across the world. However, unless it is invited, the Carter Center does not intervene in voting situations. Why is this important?
- 2) Have students examine the picture below. What does it indicate about the Liberian population's feelings about President and Mrs. Carter visiting that country as part of an election monitoring team?
- 3) Then, students can envision themselves as election monitors. Working with partners, they should make a list of traits that election monitors should possess. After completing their lists, students should predict what kinds of jobs election monitors might have to complete during an observation.
- 4) If the above activities are completed, students will enjoy working together at the Carter Library's map table. There, they can learn about a real election observation in China, and participate in a simulation of an Indonesian election. Students will also view artifacts, like those pictured on the previous page, used by election observers.
- 5) When students return to school, they should try to recall as many of these artifacts as possible. How does a country's location affect how its elections are monitored? For example, why is a bicycle useful in some places but not in others?

# A HEARTY WELCOME TO LIBERIA



WE ARE HAPPY TO HAVE YOU  
JIMMY AND ROSALYNN



## Examining Primary Sources:

\*Show students the picture of the Indonesian ballot reproduced on the next page. Have students share their initial observations. Then, show them a copy of a [modern American ballot](#). How are they alike and different? If students have seen the Indonesian ballot at the Museum, ask what they noticed that is unique about the ballot.

\*On the page following the Indonesian ballot, is a copy of President Carter's passport. Have students analyze it using the NARA worksheet, if appropriate. If students' literacy skills are not ready to do the worksheet independently, then teachers can use the questions on the worksheet to guide a class discussion about the passport.

\*Help students think about all the places where President Carter has used this passport. The Post-Presidency exhibit at the Museum shares that he has traveled to 120 countries since leaving office! Using a world map or a globe, help students find some of these countries, and discuss what President Carter did there. The Carter Center's website ([www.cartercenter.org](http://www.cartercenter.org)) will help students identify countries where President Carter has traveled recently, and also locate his future travels.

*(Note: The pages following President Carter's passport identification show travel visas for the Russian federation and Nigeria.)*



**President and Mrs. Carter observe an Indonesian election.**







Entries/Entrées

Visas

Departures/Sorties

**DIPLOMATIC VISA**  
SEEN AT THE NIGERIAN EMBASSY  
(VISA SECTION)

WASHINGTON, D.C.

NO.

*W 2943*

*APR 13 2000*

GOOD FOR *multiple* JOURNEYS TO

*multiple*  
*multiple*  
*Diplomatic Visa*

WITHIN TWELVE MONTHS OF DATE HERE-  
OF, IF PASSPORT REMAINS VALID.

IMMIGRATION OFFICER

EMBASSY OF NIGERIA, WASHINGTON



**GRATIS**

## 1. TYPE OF DOCUMENT (Check one):

- |                                  |                                     |  |
|----------------------------------|-------------------------------------|--|
| <input type="radio"/> Newspaper  | <input type="radio"/> Map           | <input type="radio"/> Advertisement        |
| <input type="radio"/> Letter     | <input type="radio"/> Telegram      | <input type="radio"/> Congressional Record |
| <input type="radio"/> Patent     | <input type="radio"/> Press Release | <input type="radio"/> Census Report        |
| <input type="radio"/> Memorandum | <input type="radio"/> Report        | <input type="radio"/> Other                |

## 2. UNIQUE PHYSICAL CHARACTERISTICS OF THE DOCUMENT (Check one or more):

- |   |   |
|---|---|
| <input type="checkbox"/> Interesting Letterhead | <input type="checkbox"/> Notations        |
| <input type="checkbox"/> Handwritten            | <input type="checkbox"/> "RECEIVED" stamp |
| <input type="checkbox"/> Typed                  | <input type="checkbox"/> Other            |
| <input type="checkbox"/> Seals                  |   |

## 3. DATE(S) OF DOCUMENT:

## 4. AUTHOR (OR CREATOR) OF THE DOCUMENT:

POSITION (TITLE):

## 5. FOR WHAT AUDIENCE WAS THE DOCUMENT WRITTEN?

6. DOCUMENT INFORMATION (There are many possible ways to answer A-E.) Limit response for each question to 3 lines of text

A. List three things the author said that you think are important:

B. Why do you think this document was written?

C. What evidence in the document helps you know why it was written? Quote from the document.

D. List two things the document tells you about life in the United States at the time it was written.

E. Write a question to the author that is left unanswered by the document:

## Making a Connection – The Struggle for Voting

### Rights in America:

Older students, in particular, can make connections between countries struggling to provide fair elections with the work of various groups in the United States to earn their suffrage rights. These students can trace the changes in voting from independence to the present. At the beginning of our country, only “landed” white men had the right to vote. What groups had to fight for their right to vote? How did they do so?

If students are not familiar with poll taxes, literacy tests, or other impediments to suffrage rights, they should do a bit of research to learn just how recently these were used to keep some Americans from voting. They should also put the women's suffrage movement and the civil rights movement in context by thinking which of their relatives were alive for those – great-grandparents, grandparents, or even some parents may remember a time when voting was not guaranteed as a right to all Americans.



**Above: Modern women's rights activists in Liberia. How are they similar to suffragists in America in the early 20<sup>th</sup> century?**

### Helpful Links:

\*Easy-to-access Code of Conduct for International Election Observers – Pledge is on page 14:

[http://eeas.europa.eu/human\\_rights/election\\_observation/docs/code\\_conduct\\_en.pdf](http://eeas.europa.eu/human_rights/election_observation/docs/code_conduct_en.pdf).

\*Background information on countries' governments:

<https://www.cia.gov/library/publications/the-world-factbook/>.

\*Background information on countries whose elections the Carter Center has observed: <http://cartercenter.org/peace/democracy/observed.html>.

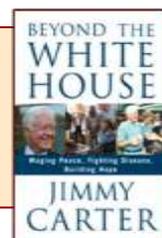
\*Interactive voting exhibit from the Smithsonian:

<http://americanhistory.si.edu/vote/patchwork.html>.

\*Information about voting from the United States government:

<http://www.usa.gov/Citizen/Topics/Voting/Learn.shtml>.

For more information about President Carter's thoughts on being a past President, read *Beyond the White House*.



# Election Dispute Resolution

## Strengthening Democracy

<u>Africa</u>	<u>Latin America</u>	<u>Georgia</u>
Zambia D. R. Congo Liberia	Panama Nicaragua Guyana	1962 Quitman County 14 <sup>th</sup> District Senate race Election fraud in the U.S.

## Lesson Background on Strengthening Democracy

*“The overall umbrella under which all Carter Center projects can be covered is “human rights”<sup>1</sup>. -Jimmy Carter*



### The Carter Center Electoral Dispute Resolution

The Carter Center helps to strengthen democracy around the world by providing electoral dispute resolution services. The Carter Center defines electoral rights as human rights, assists in developing electoral dispute resolution procedures, standards and protocols, and provides a manual and training for practitioners<sup>3</sup>. The Carter Center monitors elections around the world to aid in bringing democracy and peace to as many citizens as possible. The overall goal is to complete an impartial and independent assessment of the electoral process. Since the Carter Center is a non-governmental organization (NGO) and relies only on moral and not governmental authority, there is an advantage in terms of flexibility and services offered to communities. The process involves sending out a delegation of observers to polling stations to record information on a series of questions relating to the qualifications of polling staff, and the ability for all voters to cast their votes in secret and have them accurately counted<sup>4</sup>.

### Political Freedom and Human Rights

*“Most Americans, not excluding me when I was in public office, would assume that these basic rights encompass freedom of speech, religion, assembly, and trial by jury, and the right to choose our own leaders. Although these political rights are important for everyone, we have seen that they fade into secondary importance when a family does not have food, shelter, clothing, or any prospect for medical care, or peaceful existence. The easy resolution of this apparent dilemma is for “human rights” to include people’s needs for political, social, and economic rights.<sup>2</sup>” -Jimmy Carter*



This lesson will focus on elections monitored by the Carter Centre in Africa and Latin America. It will also focus on controversial elections in the state of Georgia and the United States. **Many people assume that election fraud only occurs in developing nations.** However, the United States has experienced several questionable presidential elections over the course of its history. The Georgia Senate election in 1962 that resulted in defeat for Jimmy Carter will also be discussed in this lesson.





## Election Monitoring In Africa

### Zambia:

In 1991 Kenneth Kaunda who had been the president of Zambia since October 1964 came under pressure from his people and other African leaders to yield political power after 27 years as president. He was a personal friend of Jimmy Carter during Carter's presidency, and asked the Carter Center to come to monitor the elections. Zambians were unaccustomed to free choice in elections and were trained by the Electoral Commission to be electoral observers. The electoral observers equally represented women, labor, religion, youth, education, and lawyers, major political groups within the nation. The citizens voted in their home community with the intent that all the ballot boxes would be brought to a central location, opened, and tabulated. Public opinion polls were conducted that showed that a labor leader from the copper mine area, Fredrick Chiluba, had a strong following, resulting in Kaunda and his UNIP party condemning the Carter Center. Although he had invited the Carter Center to monitor the elections, when things started to go in a different direction than he desired, he labeled the Carter Center as foreigners that were imposing unwelcome restrictions on the voters of Zambia. The Carter Center continued with election monitoring duties, and witnessed Chiluba become the president of Zambia.<sup>5</sup>

### D.R. Congo:

In 2006, the Democratic Republic of Congo had only three hundred miles of roads although it was the size of Western Europe, was engaged in a bitter civil war with different parts of the country controlled by competing armed military factions. The safety of the election monitors was in question with members of the team dying in the process of monitoring the elections. The U.N. sent troops to assist in the most costly U.N. operation in history at that time. Although polling stations were burned and had to be replaced by election observers, the monitoring continued. The result was a series of high-quality national reports that that helped increase public confidence in the election process. The Carter Center still monitors this area in an effort to maintain peace.<sup>6</sup>

## Liberia:

In 1822 freed slaves from America emigrated to Africa. They felt superior to, and refused to integrate with, the natives in the interior, and in 1947 formed the coastal Independent Republic of Liberia. They formed a government that they dominated with a flag similar to the United States flag, except that it had only one star. In 1926 signs of a corrupt government were seen with the huge sale of land to the American-owned Firestone Plantation for only 10 cents an acre for the production of rubber for the country. The president of Liberia received 25,000 acres of land that was planted and cultivated for his own personal benefit. Native workers on the rubber plantations were treated horribly and were second-class citizens. Liberia's president in 1978 was William R. Tolbert, who was assassinated in 1980, along with 13 other top government leaders, by Samuel Doe. Doe became the first Liberian head of state who was not a member of the Americo-Liberian elite. There was an unsuccessful attempt to relieve him of power that resulted in his killing of over 2,000 civilians and imprisoning over 100 opposing politicians, and a civil war. Doe was later killed and mutilated. The Carter Center became involved in the 1997 elections, but was unsuccessful in brokering a peaceful election process due to extreme violence in the region. The Carter Center returned to monitor Liberian elections again in 2005, which resulted in the election of Ellen Johnson-Sirleaf, the first woman president elected in Africa.<sup>7</sup>



## Election Monitoring in Latin America

### Panama:

In 1983, Manuel Noriega, a corrupt military commander, became the official leader of Panama. The citizens of Panama and the international community wanted democratic reforms due to his illegal practices and corrupt rule. In 1989 he agreed to elections convinced that his candidates would win, and agreed to election monitoring. He assured Carter that the monitoring process could proceed without impediments or interference. However, after polls revealed that Noriega was losing the election, men in civilian clothes carrying weapons were seen removing ballot boxes and vote tabulations from several polling places. It was announced that Noriega's candidates won two to one, although the genuine tally sheets showed otherwise, and the tally sheets being used were only partial sheets and missing signatures. The Carter Center representatives left Panama, and economic sanctions were imposed on Panama by the United States and other nations. President George H.W. Bush had troops invade Panama, resulting in the arrest of Noriega who spent 20 years in a Florida prison on charges of money laundering, murder, and drug trafficking, and is currently serving a 7 year sentence in a French prison. Twenty-five Americans and over a thousand Panamanians were killed in the U.S. invasion that the Organization of American States (OAS) and the UN General Assembly condemned as a "flagrant violation of international law".<sup>8</sup>

"I reminded them that I had been defeated also but was enjoying a "second life", and that the party could continue to play an important role in Nicaraguan politics."

- Jimmy Carter

### Nicaragua:

In 1989, President Ortega requested that the Carter Center monitor the elections in Nicaragua scheduled for the following February. Ortega was affiliated with the Sandinista group who was being attacked by the Reagan supported Contra group, and involved in a deadly and vicious civil war. The Carter Center saw a fair election as a way to end the war. The UN became involved for the first time in an election issue by declaring the situation an international security issue, and the Organization of American States also sent a monitoring team as well as trying to broker a cease-fire between the Sandinistas and Contras. Fighting continued throughout the election process, and the Contras kept launching attacks from Honduras, which interfered with voter registration activities. The Sandinista's lost, and Daniel Ortega conceded to the loss to preserve the democratic process. He lost the next two elections, but won in 2006 in the fourth Nicaraguan election monitored by the Carter Center.<sup>9</sup>

## Guyana:

Guyana is located on the northern coast of South America and is a racially divided nation. Approximately 9% of the citizens are Amerindians living in the forests, and 80% are divided between the descendants of indentured servants from India and descendants of African slaves. The British brought both groups to the area during the colonial period. The political parties and professions are also divided along these same racial lines. In 1990, Cheddi Jagan, leader of the opposition People's Progressive Party (PPP), asked the Carter Center to help insure that the next election would be fair. In order for the Carter Center to agree to the monitoring of the election, the ruling president had to agree. In addition, some standards had to be met which were difficult for him to agree to, and had been a point of contention for years. President Hoyte reluctantly agreed to the terms and elections were scheduled for October 1992. The election center was attacked by rioters, and shut down until peace could be restored, allowing the election workers to return to their work. Cheddi Jagan prevailed and was sworn in as president of Guyana. After his death his wife Janet Jagan served as president until she became ill and was succeeded Bharrat Jagdeo.<sup>10</sup>



# Election Fraud in the United States

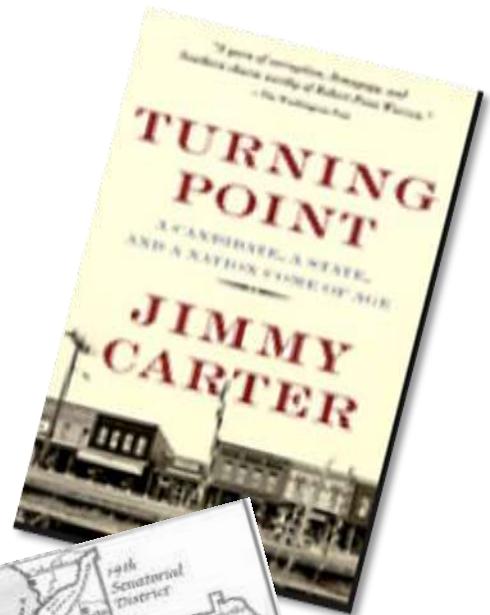
## Georgia:

### Jimmy Carter's defeat in 1962:

Jimmy Carter's defeat in the 1962 Democratic Primary race for the district 14 Georgia State Senate Seat was the result of election fraud. Evidence of the fraud included voters who were out of town, in the penitentiary at the time, falsely registered, and voted in alphabetical order. In addition, when the Georgetown ballot box was opened in court, it was revealed that the box's seals were faked, stubs for the ballots had been lost, and absentee ballots were missing, among other illegalities. The count was so slim that Judge Carl Crow voided the defeat and Carter then won the General election. Later he became Georgia's governor and the 39<sup>th</sup> president of the United States. This case was amazing because usually the corruption machines win against the challenges that were brought in this case. After serving a term as president of the United States Jimmy Carter started the Carter Center and is the only president in the modern era to play a major role in ensuring fair elections around the world.<sup>11</sup>

“Carter’s career got started with a blatant and massive fraud against him by the Quitman County corruption machine...”

- <http://rangevoting.org/PresFraud.html>



## Georgia:

### Expelled Because of Their Color:

This statue at the Georgia Capitol commemorates the expulsion of the original 33 African Americans Georgia legislators elected during the Reconstruction period. In the first election after the Civil War in 1868, African Americans were allowed to vote. However there was no law saying that they could actually hold office. The 33 African American legislators were quickly expelled from office. Two years later the Supreme Court ruled the African Americans could vote and hold office. After the Civil War, southern states erected many barriers such as poll taxes, grandfather clauses, tests, and the threat of violence and even death to disenfranchise former slaves and prevent them from gaining political power.<sup>12</sup> These rules prevailed until the Civil Rights Movement lead to the 1965 Voting Rights Act outlawing discriminatory voting practices.





## Online Election and Political Games

### **Congress forever:**

[http://www.theoryspark.com/political\\_games/congress\\_forever/info/index.php?qclid=CO-ujOua1KgCFcOd7QodCVOe9A](http://www.theoryspark.com/political_games/congress_forever/info/index.php?qclid=CO-ujOua1KgCFcOd7QodCVOe9A)

### **President forever:**

[http://www.theoryspark.com/political\\_games/president\\_forever/info/index.htm](http://www.theoryspark.com/political_games/president_forever/info/index.htm)

### **elections Game:**

<http://www.ciconline.org/Resource/elections-your-adventure-in-politics>

### **The National Mock Election Game**

<http://www.nationalmockelection.org/game/>

### **If You Were the President Game**

[http://teacher.scholastic.com/scholasticnews/games\\_quizzes/electiongame/game.asp](http://teacher.scholastic.com/scholasticnews/games_quizzes/electiongame/game.asp)

### **Democracy 2**

<http://www.positech.co.uk/democracy2/index.html?qclid=CIT5r9qe1KgCFSFl7AoddgJSkg>

### **Sim Country**

<http://www.simcountry.com/>

<http://www.ars-regendi.com/?qclid=CNpp7lqd1KgCFYRa7AodEG-big>

## Activities

### 1. Election Monitoring:

Have students create classroom leadership roles or superlatives and vote on them. Have some students try to rig the election by various nefarious methods. Analyze how the election was unfair by noting specific details and methods used to rig the vote. Have them discuss what steps could have been taken to make the election fair.

### 2. Political Analysis:

Have high school students analyze the process of voting for student body president and cabinet, and prom and homecoming king and queen and answer the following questions: Are these elections fair? Are certain interests groups represented more than others? What does it take to win? Do all students vote? Why or why not? Is the student body apathetic as a group, or heavily invested and interested? Why do you think this is the case? Several high schools have recently reported the election of students with special needs to high profile elected positions. How are special needs students represented in your school student body and other elected positions? Why do you think this is the case? Who are the groups with the most power in your school? The least? How are each of the groups represented during school elections?

3. Get Involved: Have high school students volunteer to work on a political campaign and create a blog of their activities and the issues that unfold as they help their candidate in the race to the White House.

### 4. Play an Election Game:

The following games are free or have a free demo version of the game: \*See game list in left sidebar.

### 5. Create An Election Rules Pamphlet or Poster:

Research a country in one of the regions that the Carter Center monitors elections, and create a voting rights, rules or procedures pamphlet. *Examples:* [http://aceproject.org/ero-en/index\\_html?filter&topic=&country=&type=Information%20and%20Promotion%20Materials](http://aceproject.org/ero-en/index_html?filter&topic=&country=&type=Information%20and%20Promotion%20Materials)

6. Poem Analysis: Analyze the poem *Why We Get Cheaper Tires From Liberia* by Jimmy Carter found at the end of this lesson. What does this poem say about the fate of the native Liberians and their American rulers? Why do you think the American emigrants to Liberia treated the native Liberians so poorly, especially having left America for freedom and opportunity that they were denied in the United States as slaves and African Americans?

7. Election Monitoring Video: View the election monitoring video while visiting the museum. Write a paragraph summarizing the main points of the video.



## Standards

### 6th Grade

**SS6CG1 The student will compare and contrast various forms of government.**

- Describe the ways government systems distribute power: unitary, confederation, and federal.
- Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- Describe the two predominate forms of democratic governments: parliamentary and presidential.

**SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.**

### 7<sup>th</sup> Grade

**SS7CG1 The student will compare and contrast various forms of government.**

- Describe the ways government systems distribute power: unitary, confederation, and federal. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.
- Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS7CG2 The student will explain the structures of the modern governments of Africa.**

- Compare the republican systems of government in the Republic of Kenya and the Republic of South Africa to the dictatorship of the Republic of Sudan, distinguishing the form of leadership and role of the citizen in terms of voting and personal freedoms.

**SS7CG3 The student will analyze how politics in Africa impacts standard of living.**

## 8th Grade

### **Civics/Government:**

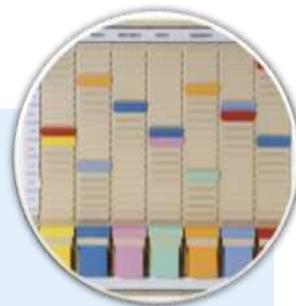
**SS8CG2:** The student will analyze the role of the legislative branch in Georgia state government. a. Explain the qualifications, term, election, and duties of members of the General Assembly. b. Describe the organization of the General Assembly, with emphasis on leadership and the committee system. c. Evaluate how the legislative branch fulfills its role as the lawmaking body of the state of Georgia.

## 9-12 American Government/Civics

**SSCG6** The student will demonstrate knowledge of civil liberties and civil rights. a. Examine the Bill of Rights with emphasis on First Amendment freedoms. **SSCG7** The student will describe how thoughtful and effective participation in civic life is characterized by obeying the law, paying taxes, serving on a jury, participating in the political process, performing public service, registering for military duty, being informed about current issues, and respecting differing opinions. **SSCG8** The student will demonstrate knowledge of local, state, and national elections. a. Describe the organization, role, and constituencies of political parties. b. Describe the nomination and election process. c. Examine campaign funding and spending. d. Analyze the influence of media coverage, campaign advertising, and public opinion polls. e. Identify how amendments extend the right to vote.

### Essential Questions

1. What are some of the reasons that candidates are tempted to rig elections rather than trust the outcomes?
2. How do you think it feels like to work hard to start an organization or group and to want to lead it, only to be defeated in a general election?
3. What role does political power play in the election process?
4. How do you think it would feel to be a person whose vote did not count in an election? Would you feel like an important part of the community?



## WHY WE GET CHEAPER TIRES FROM LIBERIA

*The miles of rubber trees bend from the sea.*

*Each of the million acres cost a dime  
nearly two Liberian lives ago.*

*Sweat, too,  
has poured like sap from trees, almost free,  
from men coerced to work by poverty  
and leaders who had sold the people's fields.*

*The plantation kiln's pink bricks  
made the homes of overseeing whites a corporation's pride.*

*Walls of the same polite bricks divide  
the workers' tiny stalls*

*like cells in honeycombs;  
no windows breach the walls,  
no pipes or wires bring drink or light  
to natives who can never claim*

*this place as theirs  
by digging in the ground.*

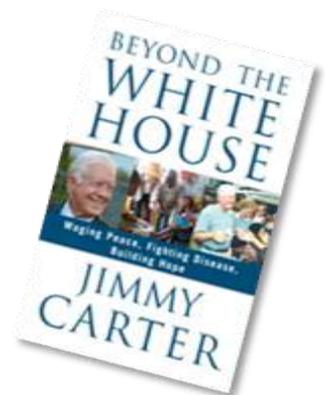
*No churches can be built,  
no privy holes or even graves  
dug in the rolling hills*

*for those milking Firestone's trees who die  
from Mamba and mosquito bites.*

*I asked the owners why.*

*The cost of land, they said, was high.*

- Jimmy Carter



## REFERENCES

Footnotes 1,2,5,6,7,8,9,10:

*Beyond the White House: Waging Peace, Fighting Disease, Building Hope.* New York: Simon & Schuster, 2007. The story of the Carter Center since its inception as told by the founder. The chapters offer vignettes of the Center's involvement with many nations with topics ranging from health to election issues.

Footnote 3: Carter Center Guide to Electoral Dispute Resolution January 2010  
retrieved from <http://www.cartercenter.org/peace/democracy/elections.html>

Footnote 4: Waging Peace - Election Monitoring AV script

Footnotes 11,13,14:

Range Voting Website: <http://rangevoting.org/PresFraud.html>

Footnote 12: Capitol Statue Honors African-American Pioneers by Cathy Cox  
retrieved from <http://sos.georgia.gov/misc/capitolstatue.htm>

The Carter Center:

<http://www.cartercenter.org/peace/democracy/elections.html>

Transparency.org: <http://www.transparency.org/>

Ace Project: <http://aceproject.org/ace-en/topics/ei/ei10>

# Election Monitoring

President and Mrs. Carter observe elections in Indonesia.



## Related GPS:

6/7

**SS6CG1b/SS7CG1b:** Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

**Shared Standards:**

"...distinguish the form of leadership and the role of the citizen in terms of voting and personal freedoms."

AG

**SSCG6:** Demonstrate knowledge of civil liberties and civil rights.

**SSCG8:** Demonstrate knowledge of local, state, and national elections.

**SSCG19:** Compare and contrast governments that are unitary, confederal, and federal; autocratic, oligarchic, and democratic; and presidential and parliamentary.

## The Carter Center has observed more than 80 elections around the world.

One of the ways in which the Carter Center "wages peace" is by monitoring elections in countries where democracy is developing. After being invited to observe the election by officials in a country, Carter Center observers work to make sure that citizens have access to voting locations; that ballots and other election materials are not susceptible to fraud; that election day runs smoothly without voter intimidation; and that votes are counted openly and fairly.

In addition, Carter Center workers provide pre-election training to voters and poll workers alike, in attempt to build positivity and goodwill around the entire election process. Officials from the Carter Center might spend months in a country to ensure that the democratic process is respected, and that voting is conducted as fairly as possible.



**The Indonesian ballot pictured above is on display at the Carter Museum.**

“Genuine democratic elections are an expression of sovereignty, which belongs to the people of a country, the free expression of whose will provides the basis for the authority and legitimacy of government.”

*~Declaration of Principles for International Election Observation, 2005*

The Carter Center, in concert with more than 20 other organizations, helped produce the Declaration of Principles for International Election Observation. This Declaration, now endorsed by more than 30 organizations, serves as a set of standards for election observers around the world.

These standards help to ensure that elections are observed consistently and fairly. They also assure countries whose elections are subject to observation that election observers will operate in an

aboveboard and systematic way. The goal of observation is to guarantee democratic elections held under the rule of law, not to influence citizens towards particular political parties or candidates.

Students can view the Declaration, available in multiple languages, at the Carter Center's website:

<http://cartercenter.org/page/democracy/declaration.html>.



On display at the Carter Library and Museum are identification badges worn by President and Mrs. Carter when observing the 2009 Lebanese elections.

## Keeping Your Cool – Handling Difficulties in Elections Observation

*This simulation can be used most effectively following a visit to the Museum. There, students can use the Museum's map tables to learn background information about correct methods of election observation. They can also observe the steps of election observation in a Chinese election, and participate in a simulation of an Indonesian election.*

- 1) Before beginning this simulation, teachers may wish to review the [pledge](#) (p. 14) given to international election observers, and have students sign it. At a minimum, the information included within the pledge should be shared with students so that they are aware of the behavior expected of observers.
- 2) In this simulation, students will take on the role of Carter Center Election Observers. They will be given a country assignment, access to [background information](#) about [that country](#), and a situation involving potential difficulty in elections observation. (See chart on following page.)
- 3) Then, students will work within their teams to decide on a plan to handle the situation. They will present their plan to the other observer teams and the Senior Observer (the teacher) to see if it is appropriate. (The template for this plan follows the role/situation chart.) The other observation teams will vote on whether or not the plan should be accepted, with the Senior Observer holding the ultimate veto power, if needed.

<b>Country</b>	<b>Electoral Issue – situation faced by Carter Center election observers</b>
<i>China</i>	The Chinese government has blocked citizens' access to websites created by the Carter Center to provide information about candidates and campaign issues.
<i>Sudan</i>	Carter Center workers are unable to reach polls in some villages because of violent threats from armed militias. Observers feel this will also prevent citizens from voting.
<i>Ecuador</i>	Observers suspect that votes are not being counted correctly, and that poll workers are altering election results.
<i>Cote d'Ivoire</i>	The current presidential election has been delayed numerous times, due in part to difficulties in determining eligible voters. Observers have been asked to assist with developing a method to improve voter registration.
<i>Lebanon</i>	Despite official announcements to the contrary, Syrian influence continues to hinder voters' ability to make informed and independent election choices.
<i>Bolivia</i>	Recent democratic reforms have increased the number of eligible voters. However, many voters still do not have access to updated election information, resulting in poor choices at the polls, based more on influence than ability or issues.
<i>Nepal</i>	Resurging violence has made many voters fearful of going to the polls, or voting for candidates other than those whose parties are causing the violence.

**Country:** \_\_\_\_\_

**Brief description of election situation:** \_\_\_\_\_

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**Governmental Situation in country/past election issues:** \_\_\_\_\_

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**Cultural issues to keep in mind:** \_\_\_\_\_

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**Suggested plan for preventing or resolving the situation:** \_\_\_\_\_

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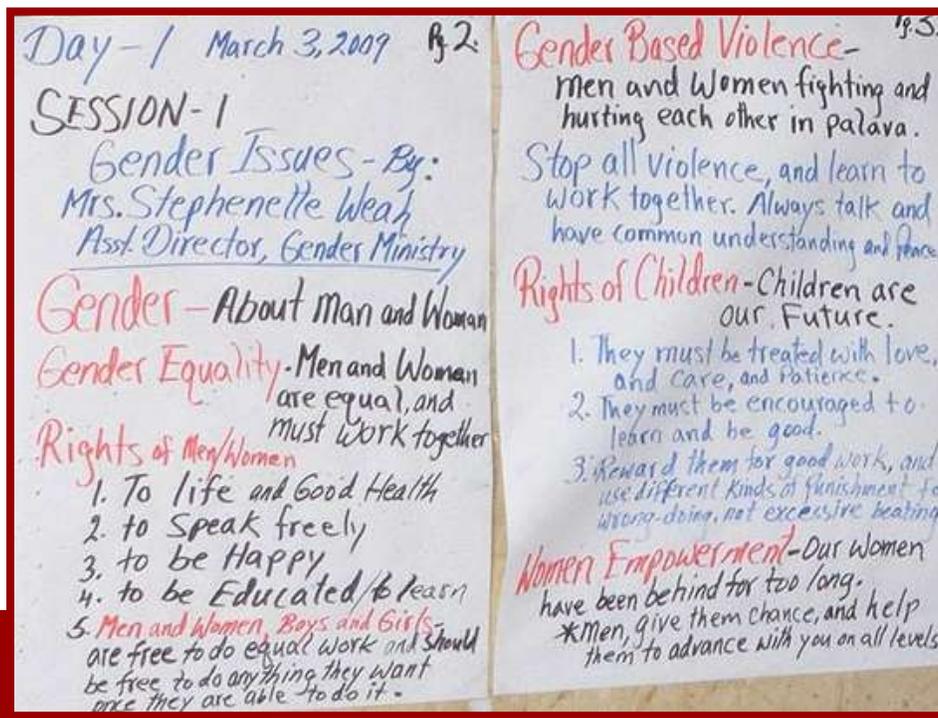
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Policy board used in training for elections officials in Liberia.

### Primary Source Analysis Activity:

\*One of the main tenets of election observation is that observers must be invited to study a country's elections by that country's appropriate government officials.

\*On the following pages are images from the Carter Center's recent observations in Liberia. Students can complete the NARA photograph analysis worksheet included after the photographs to learn more about what the photos indicate regarding Liberians' reactions to improved elections.

\*Then, students can hypothesize what might happen if election observers tried to observe elections without the support of government officials. Would the observations be accurate? Would observers have access to necessary information? Would citizens be welcoming to observers, particularly in areas where elections are clouded by violence?







# A HEARTY WELCOME TO LIBERIA



WE ARE HAPPY TO HAVE YOU  
JIMMY AND ROSALYNN





Even the Liberian flag shows the influence of the formerly enslaved Americans who colonized the nation in the 19<sup>th</sup> century.

Understanding recent problems in Liberian elections requires some understanding of that country's history. Founded by Americans hoping to give formerly enslaved people an improved situation, the Liberian nation has struggled with conflict between these colonists, and the people already living in the area at the time of the colony's founding.

This distinction lingers today, and impacts modern Liberian politics, as it did through civil war in the 1980s and 1990s. Recent human rights efforts

have focused on ensuring basic human rights to all Liberians. The Carter Center's election monitoring is among these efforts.

Election observers in any country must be aware of that country's unique cultural and historical situation. These factors have a great influence on citizens' attitudes and behavior, and also impact the mechanics of voting. Without awareness of this background, observers can unwittingly create more problems than they solve.

## Helpful Links:

\*Easy-to-access Code of Conduct for International Election Observers – Pledge is on page 14:

[http://eeas.europa.eu/human\\_rights/election\\_observation/docs/code\\_conduct\\_en.pdf](http://eeas.europa.eu/human_rights/election_observation/docs/code_conduct_en.pdf).

\*Background information on countries' governments:

<https://www.cia.gov/library/publications/the-world-factbook/>.

\*Background information on countries whose elections the Carter Center has observed: <http://cartercenter.org/peace/democracy/observed.html>.

\*Reports from the Carter Center on election monitoring in Liberia:

<http://www.cartercenter.org/countries/liberia.html>.

\*More information on Liberia from the CIA World FactBook:

<https://www.cia.gov/library/publications/the-world-factbook/geos/li.html>.

For more information about President Carter's thoughts on being a past President, read *Beyond the White House*.

