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Dear Troop Leader,

The national, state, and local election process will be at the top of the news until Election Day in November. In fact, it has already started. The election process provides a vivid backdrop to develop positive values (Discover), feel connected to your community (Connect), and educate and inspire others to act (Take Action).

The Girl Scout role in any election is to provide an accurate, age appropriate, **non-partisan** interpretation of the election process and to instill a commitment to participatory citizenship.

The purpose of this patch program is to engage and empower Girl Scouts to understand the voting process in a patriotic non-political manner, eagerly anticipating their right to vote, and encourage and enable women to exercise their right to vote.

This patch program contains activities for Girl Scouts of all age levels. Each level must complete a specific number of activities:

- Girl Scout Daisies- 2 Discover, 1 Connect, 1 Take Action
- Girl Scout Brownies- 2 Discover, 2 Connect, 1 Take Action
- Girl Scout Juniors- 3 Discover, 3 Connect, 1 Take Action
- Girl Scout Cadettes- 4 Discover, 3 Connect, 1 Take Action
- Girl Scout Seniors/Ambassadors- 5 Discover, 4 Connect, 2 Take Action

Discussions of different political parties and views are an important part of this program and should be encouraged. Activities should concentrate on general education about the election and research all sides of an issue so girls can make informed, independent decisions.

This booklet contains a sample Parent Letter to send home with girls and a sample I Pledge to Vote card. You may copy the card or have the girls make their own. Patches are available in the GSEP shops.

In addition to the patch program, check out your Girl's Guide to Girl Scouting and the related Citizen Badge.

Daisy- Rosie Petal, Make the World a Better Place

Brownie- Celebrating Community

Junior- Inside Government

Cadette- Finding Common Ground

Senior- Behind the Ballot

Ambassador- Public Policy

Thank you for educating your girls about the importance of participating in our democratic process and have fun with the program!

Dear Parent/Guardian,

Your Girl Scout will be participating in the *Scout The Vote* Girl Scout patch program. This non-partisan, educational program will inform her about the election process and have her advocate the importance of adults going to the polls. She will be finding out about her community, how to register to vote, discussing issues and candidates, and learning about political parties. Studies have shown that if parents discuss the importance and responsibility of voting with children, they are more likely to vote as adults.

Since Girl Scouts may not endorse a candidate or one side of any issue, the activities will stress researching both sides of an issue. Your Girl Scout may come home with questions and want to discuss with you the issues she is hearing about during the campaign. Please take some time and talk with her about the questions she may ask.

Please contact me if you have any questions or would like to review the program material.

Sincerely,

Troop Leader

# History of Women's Rights

*Did you know about women's struggle to gain the right to vote?*

If you opened up a dictionary and looked up the word Suffrage you would find that it means the right to vote. Our country is a democracy, identified by the phrase, "one person, one vote," yet the framework of our government, did not originally give the right to vote to everyone. When the U.S. Constitution was drafted in Philadelphia in 1787, women were not included in the debates and discussions of how to govern the country. Participation in this new democracy did not extend past the white men who qualified by meeting various religious, property, and taxpaying criteria. Black men were granted the right to vote in 1870 with the ratification of the Fifteenth Amendment, but women were denied this right until the passing of the Nineteenth Amendment in 1920. The struggle really began in 1848 at a meeting held in Seneca Falls, New York. Women and men came together at this convention and used the words of the Declaration of Independence to demand that women be afforded the right to vote. The Declaration of Sentiments was signed by 60 women and 32 men who believed women deserved a vote and therefore a voice in government. The women who signed their names to this document became the foundation of the suffrage movement, which caused a great deal of controversy. People respected their hard fought battle at first but were unwilling to let go of their traditional mindset. One article in a local newspaper even described it to be the "most shocking and unnatural paper recorded in the history of womanity."

Many of these women did not live to see the amendment pass, but their legacy lives on through the hard work and leadership of women today – including you!

**While many of the signers did not live to see their battle won in 1920, the Declaration of Sentiments formed the basis for the movement that eventually won women the right to vote 72 years later!**

Bibliography: Arlington, K.M. and Taylor, W., eds (1992). Voting Rights in America; Berghe, G.V. and Cultice, W.W (1992). Youth's Battle for the Ballot; Roger, D.W., ed (1992). Voting and the Spirit of American Democracy; Williamson and Chilton (1960). American Suffrage from Property to Democracy, 1760-1860.

## The Declaration of Sentiments

When, in the course of human events, it becomes necessary for one portion of the family of man to assume among the people of the earth a position different from that which they have hitherto occupied, but one to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind required that they should declare the causes that impel them to such a course.

We hold these truths to be self-evident: that all men and women are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness; that to secure these rights governments are instituted, deriving their just powers from the consent of the governed. Whenever any form of government becomes destructive of these ends, it is the right of those who suffer from it to refuse allegiance to it, and to insist upon the institution of a new government, laying its foundation on such principles, and organizing its power in such form, as to them shall seem most likely to affect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and accordingly all experience hath shown that mankind is more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their duty to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of the women under this government, such is now the necessity which constrains them to demand the equal station to which they are entitled. The history of mankind is a history of repeated injuries and usurpations on the part of man toward woman, having in direct object the establishment of an absolute tyranny over her. To prove this, let facts be submitted to a candid world.

- He has never permitted her to exercise her inalienable right to the elective franchise.
- He has compelled her to submit to laws, in the formation of which she had no voice.
- He has withheld from her rights which are given to the most ignorant and degraded men – both natives and foreigners.
- Having deprived her of this first right of citizen, the elective franchise, thereby leaving her without representation in the halls of legislation, he has oppressed her on all sides.
- He has made her, if married, in the eye of the law, civilly dead.
- He has taken from her all right in property, even to the wages she earns.
- He has made her, morally, an irresponsible being, as she can commit many crimes with impunity, provided they be done in the presence of her husband, he becoming, to all intents and purposes, her master— the law giving him power to deprive her of her liberty, and to administer chastisement.
- He has so framed the laws of divorce, as to what shall be the proper causes, and in case of separation, to whom the guardianship of the children shall be given, as to be wholly regardless of the happiness of women – the law, in all cases, going upon a false supposition of the supremacy of man, and giving all power into his hands.
- After depriving her of all rights as a married woman, if single, and the owner of property, he has taxed her to support a government which recognizes her only when property can be made profitable to it.

- He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she received but a scanty remuneration. He closes against her all the avenues to wealth and distinction which he considers most honorable to himself. As a teacher of theology, medicine, or law, she is not known.
- He has denied her the facilities for obtaining a thorough education, all colleges being closed against her.
- He allows her in church, as well as state, but a subordinate position, claiming apostolic authority for her exclusion from the ministry, and, with some exceptions, from any public participation in the affairs of the church.
- He has created a false public sentiment by giving to the world a different code of morals for men and women, by which moral delinquencies which exclude women from society are not only tolerated, but deemed of little account in man.
- He has usurped the prerogative of Jehovah himself, claiming it as his right to assign for her a sphere of action, when that belongs to her conscience and to her God.
- He has endeavored, in every way that he could, to destroy her confidence in her own powers, to lessen her self-respect, and to make her willing to lead a dependent and abject life.

Now, in view of this entire disfranchisement of one-half the people of this country, their social and religious degradation – in view of the unjust laws above mentioned, and because women do feel themselves aggrieved, oppressed, and fraudulently deprived of their most sacred rights, we insist that they have immediate admission to all the rights and privileges which belong to them as citizens of the United States.

As cited in Fowler and Wells (1889). Elizabeth Cady Stanton, *A History of Woman Suffrage*. Rochester, NY: 1. P. 70.

## To Earn the Scout the Vote Patch:

Each level must complete a specific number of activities:

- Girl Scout Daisies- 2 Discover, 1 Connect, 1 Take Action
- Girl Scout Brownies- 2 Discover, 2 Connect, 1 Take Action
- Girl Scout Juniors- 3 Discover, 3 Connect, 1 Take Action
- Girl Scout Cadettes- 4 Discover, 3 Connect, 1 Take Action
- Girl Scout Seniors/Ambassadors- 5 Discover, 4 Connect, 2 Take Action

### *Discover*

1. Who is eligible to vote? Find out how a person can register to vote. What are the requirements for voter registration?
2. Educate yourself on the importance of voting. Find out what populations have lower voter registration and turnout.
3. Find out where the voting booth location is in your community.
4. Review the Myths about Voting handout found on page 13.
5. Read about the 19<sup>th</sup> Amendment and the Voting Act of 1965. Tell your troop or family how this important legislation affects you.
6. Make a list of the characteristics of a good leader found on page 14.
7. Read the Glossary and find three new words you have never heard? Can you make a game out of the glossary?
8. Pick a famous Suffragette and write a biography about her; i.e., Julia Ward Howe, Carrie Chapman, Alice Paul, Elizabeth Cady Stanton, Susan B. Anthony, Lucy Stone, Lucretia Mott.
9. Complete the "Community Scavenger Hunt" found on page 10.
10. Find out about the different political parties in this country. Which party does each candidate belong to? Make a collage featuring candidates, political parties, and political issues.

### *Connect*

1. Help younger Girl Scouts learn about voter registration. Complete a voter registration form with them.
2. Collect 3 newspaper articles, or pictures that discuss the 2016 elections. Discuss them with your troop.
3. Pretend you are running for office and make a commercial telling people why they should vote for you.
4. Interview three women to find out why they vote and what impact their vote has in the community.
5. Pick an election issue that you believe is important. Research your issues and summarize what you have learned for your troop. Hold a debate on the issue(s).
6. Complete the How to Judge a Candidate exercises found on page 17.



## ***Take Action***

1. Plan or participate in a Voter Registration Drive. Make posters encouraging eligible voters to register.
2. Make five “Thanks for voting” cards and give to people after Election Day.
3. Create a 30 second public service announcement to share on You Tube or Social Media encouraging adults to go to the polls.
4. Make an 11” x 17” poster to display in a public place encouraging adults to go to the polls.
5. Plan or participate in a “Get Out the Vote” drive in your community. Design pledge cards which say, “I promised a Girl Scout I would vote”.
6. Tell the girls they have been hired to design one public service piece using whatever medium they wish- audio, visual, or written to encourage adults to go to the polls.

### **Choose from one of the following:**

- a. Create a “piggyback” song by taking a familiar tune and changing the words
- b. Create a cartoon/comic strip
- c. Create a bookmark
- d. Create a full-page magazine ad
- e. Design a PowerPoint presentation
- f. Create a billboard
- g. Design a webpage
- h. Write a poem
- i. Write a limerick
- j. Write a 250-word essay
- k. Write a newspaper article

## ***Additional Activities***

1. Complete “Picture the New President” found on page 15.
2. Play the “Campaign Trail” game found on page 16.

# Community Scavenger Hunt

Use the internet, local directories, and newspapers to find the following information.

## Part A- All Age Levels

What are the names of the newspapers in your community?

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The President of your country is:

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The Governor of Pennsylvania is:

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The leader of your local government is (mayor, borough supervisor, town manager):

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-

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Are any of these people women?

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Do you have any ideas for new laws that should be passed in your area only?

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## Part B- Junior, Cadette, Senior, and Ambassador Girl Scouts

The United States senators from Pennsylvania are:

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What civic jobs in your community are elected positions?

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Where is your local polling place?

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What are the major issues for the election this year?

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When is the presidential election?

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**Part C- Cadette, Senior, and Ambassador Girl Scouts**

Who is the United State congressman/woman from your area?

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Who is the state senator from your area?

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What is the job of the highest-ranking female official in your community?

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How do the salaries and qualifications of elected officials compare to those of people with similar responsibilities who are not elected?

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Obtain and read a campaign pamphlet from someone running for a state or local office.

# Qualities of a Good Leader

List the characteristics a person needs to be a good leader\*

- |           |           |
|-----------|-----------|
| 1. _____  | 21. _____ |
| 2. _____  | 22. _____ |
| 3. _____  | 23. _____ |
| 4. _____  | 24. _____ |
| 5. _____  | 25. _____ |
| 6. _____  | 26. _____ |
| 7. _____  | 27. _____ |
| 8. _____  | 28. _____ |
| 9. _____  | 29. _____ |
| 10. _____ | 30. _____ |
| 11. _____ | 31. _____ |
| 12. _____ | 32. _____ |
| 13. _____ | 33. _____ |
| 14. _____ | 34. _____ |
| 15. _____ | 35. _____ |
| 16. _____ | 36. _____ |
| 17. _____ | 37. _____ |
| 18. _____ | 38. _____ |
| 19. _____ | 39. _____ |
| 20. _____ | 40. _____ |

\*List as many as you can think of from 1-40

## Voting Myths

**Myth: It is hard to meet the voters' registration qualifications.**

Fact: You can register to vote if you are:

- A United States Citizen
- 18 years old by election day
- A resident of the state in which you are voting

**Myth: Someone must register me.**

Fact: You can register yourself. Fill out a registration form. Sign the form yourself. Registration must take place 30 days before an election to be eligible to vote in that election.

**Myth: Forms are hard to get.**

Fact: Forms are available at a variety of locations such as: Post offices, libraries, fire stations, Department of Motor Vehicle offices, city, and county offices. You can contact the Voter Registration Office in your county to get a form sent to your home. You can also register to vote online at [www.usa.gov/register-to-vote](http://www.usa.gov/register-to-vote).

**Myth: Once I fill out the registration form, I am registered.**

Fact: You are registered when you receive a voter registration card form from the Registrar Recorder. It should arrive within 30 days.

**Myth: If I do not vote in an election, I must reregister.**

Fact: Registration at this time is permanent. You do not have to vote in each or any election to remain registered as long as you do not move out of the county you're registered in. However, you must reregister when you move, change your address, change your name, or wish to change political parties.

**Myth: I can register for someone else.**

Fact: You can only register for yourself.

**Myth: If I am away from my home county on Election Day, I cannot vote.**

Fact: You can vote on absentee ballot. Contact your Voters Registration Office for information on how to register for absentee voting.

**Myth: If I am disabled, I must still vote at a polling place.**

Fact: You can vote by absentee ballot. A law establishes a Permanent Absentee Vote Status for those whose mobility is impaired. Call your County Voters Registration Office to learn more.

## Picture a New President

Can you “picture” in your mind a picture of the ideal President according to you! What will he or she look like? (Maybe it’s you!) You can draw, use pictures, paint, or any other creative art form: it’s your choice. Just like the vote!

# THE CAMPAIGN TRAIL GAME

## How to play:

Each player places a different color marker on "Start". (Colored jelly beans could be used.) Use one die. Each player rolls the die and moves her marker forward to the number of spaces indicated. The first player to become president wins.

The board game layout includes the following sections and cards:

- START:** A red arrow pointing up.
- Primary Pond:** A blue pond-shaped area.
- CONVENTION CANAL:** A vertical canal with stars on either side.
- Electoral College Cul-de-sac:** A large area with the text "We the People" in a stylized font.
- THE CAMPAIGN TRAIL:** A path of stars leading from the start towards the center.
- Event Cards:**
  - YOU LOSE THREE PRIMARY ELECTIONS — GO BACK FIVE SPACES:** Green card with a right arrow.
  - YOUR CAMPAIGN FUNDS ARE LOW — SKIP YOUR NEXT TURN:** Yellow card with a dollar bill icon.
  - WIN PA PRIMARY — ADVANCE TWO SPACES:** Purple card with a Pennsylvania state icon.
  - WIN IOWA CAUCUS — ADVANCE THREE SPACES:** Red card with a thumbs up icon.
  - ENDORSED BY MUPPETS — ADVANCE FIVE SPACES:** Orange card with a Muppet icon.
  - FORGOT SPEECH — GO BACK TWO SPACES:** Blue card with a person thinking icon.
  - RAISE \$2000 AT CAMPAIGN DINNER — ADVANCE TWO SPACES \$\$\$:** Green card with a dollar sign icon.
  - DECLARE CANDIDACY:** Card with a woman's face and an American flag.
  - YOU WIN THE ELECTION! YOU'RE PRESIDENT!:** Blue card with a person in a suit icon.
  - EARLY ELECTION RESULTS PUT YOU AHEAD — ADVANCE TWO SPACES:** Pink card with a checkmark icon.
  - POPULARITY FALLS SKIP ONE TURN:** Blue card with a downward-trending line graph icon.
  - WIN PRESIDENTIAL NOMINATION — ADVANCE THREE SPACES:** Blue card with a woman's face icon.
  - SPEND TWO MILLION ON COMMERCIALS, SKIP YOUR NEXT TURN:** Yellow card with a TV icon.
  - WIN PRESIDENTIAL DEBATE — ADVANCE THREE SPACES:** Purple card with a thumbs up icon.
  - GOT HANDS DIRTY PAINTING MOUSTACHE ON OPPONENT'S POSTER — GO BACK THREE SPACES:** Purple card with a hand icon.
  - REFUSE TO PARTICIPATE IN DEBATE GO BACK ONE SPACE:** Green card with a hand icon.
  - WIN POPULARITY POLL — ADVANCE THREE SPACES:** Blue card with a hand icon.
- Other Elements:**
  - Caucus Corner:** A central area with stars and a yellow eagle icon.
  - Statue of Liberty:** A photo of a child dressed as the Statue of Liberty.
  - Directional Arrows:** Various colored arrows (right, left, up, down) indicating movement.

# How to Judge a Candidate

Elections present voters with important choices. Whether it is a local race that will affect your community or a national race that could change the direction of the country, it's a time to consider the issues you care about and decide which candidate you support. Even if you are under 18 and not yet eligible to vote, election campaigns offer an excellent way to learn about the people and issues that affect your future. But how do voters go about comparing and then judging the candidates? All too often, slogans, name recognition, and personality are all that come through in the campaign materials. With television and social media dominating political campaigns, it has become difficult to move beyond a candidate's image to the substance of the campaign.

However, you can move beyond style to substance by following these seven steps designed to help you judge a candidate.

## Step One: Decide what you are looking for in a candidate

Candidates can be judged in two ways: the positions they take on issues and the leadership qualities and experience they would bring to the office. Both are important. Your first step in picking a candidate is to decide the issues you care about and the qualities you want in a leader.

When you consider issues, think about community or national concerns that you want people in government to address. For example, you may be interested in the threat of nuclear war, government funding for student loans or teenage unemployment. Those are issues.

## Step Two: Find out about the candidates

Use the internet, magazines, and television to find out about the candidates.

## Step Three: Gather materials about the candidates

Put together a "library" of information about the candidates. Collect any information you can find on the candidates. Call campaign headquarters and watch the press. Sources of information from which you may choose include:

- Campaign literature
- Direct mail letters (mass mailings sent to selected voters asking for support and funding)
- Press reports (newspaper clippings and television and radio reports)
- Radio and television ads
- Candidates' speeches
- Candidate debates

## Step Four: Evaluate candidates' stands on issues

As you read the materials you collect, keep a journal. Do the materials give you an overall impression of the candidate? What specific conclusions can you draw about the candidates' stands on issues? Record what you have learned about their stands on your priority issues from each source.

## Step Five: Learn about the candidates' leadership abilities

Deciding if a candidate will be a good leader is difficult. How can you know if someone will be honest, open or able to act under pressure if elected to office? Here are some ways to read between the lines as you evaluate the candidates' leadership qualities.



1. Look at the candidates' background and their experience. How well prepared are they for the job?
2. Observe the candidates' campaigns. Do they accept speaking engagements before different groups that might not be sympathetic? Do they accept invitations to debate? Do the campaigns emphasize media events, where the candidates can be seen but not heard? (For instance, a candidate is seen cutting ribbons to open new bridges rather than talking about transportation.)
3. Review the campaign materials. As you read the materials and watch the campaign develop, add to your journal information that provides insights into candidates' personalities and leadership qualities. For example, do campaign materials emphasize issues or just image?

### **Step Six: Learn how other people view the candidate?**

Now that you have accumulated information from campaigns and other sources, you will want to learn what other people think about the candidates. Their opinions can help clarify your own view, but do not discount your own informed judgments. You may be the most careful observer of all!

1. Seek the opinions of others in your community who keep track of political campaigns. Interview three people (not family members), such as a shopkeeper, neighbor, or politically active volunteer, to find out which candidate they support and why.
2. Learn about endorsements. This is a way for interest groups and organizations to give a "stamp of approval" to a candidate. Endorsements provide clues to the issues that a candidate supports. For instance, a candidate endorsed by the Sierra Club (an environmental organization) will probably be in favor of legislation that protects the environment. A candidate endorsed by the National Rifle Association will probably be opposed to gun control laws. Get a list of endorsements from each of the candidates' websites. Find out what these groups stand for and find out why they are endorsing this candidate.

### **Step Seven: Sorting it all out**

Review the information you have collected and compare all the candidates. Ask yourself these final questions:

- Which candidates' view on the issues do you agree with the most?
- Who ran the fairest campaign?
- Which candidate demonstrated the most knowledge on the issues?
- Which candidate has the leadership qualities you are looking for?
- Is the choice clear? If so, pick a candidate!

## See Through Distortion Techniques

All the candidates are trying to sell themselves to voters. Sometimes their language is so skillfully crafted that they distort the truth in ways that are difficult for even the most careful observer to detect. Here are examples of distortion techniques that you should watch for as you review candidates' campaign materials.

- **Name Calling/Appeals to Prejudice:** These are attacks on an opponent based on characteristics that will not affect performance in office. Accusations such as, "My opponent is arrogant and full of hot air," do not give any real information about the candidate. References to race, ethnicity or marital status can be subtly used to instill prejudice.
- **Rumor Mongering:** These include statements such as, "everyone says my opponent is a crook, but I have no personal knowledge of any wrongdoing", which implies, but does not state that the opponent is guilty.
- **Guilt by Association:** These are statement such as, "we all know Candidate B is backed by big money interests," that attack candidates because of their supporters rather than because of their stand on the issues.
- **Catchwords:** These are phrases such as "Law and order" or "un-American" that are designed to trigger a knee-jerk emotional reaction rather than to inform.
- **Passing the Blame:** These are instances in which a candidate denies responsibility for an action or blames an opponent for things over which he/she has no control.
- **Promising the Sky:** These are unrealistic promises that no elected official could fulfill.
- **Evading Real Issues:** These include instances in which candidates may avoid answering direct questions.

## Field Trips

### Berks County Heritage Center

1102 Red Bridge Road  
Reading, PA 19605  
Tel: 610-374-8839  
[www.co.berks.pa.us/Dept/Parks/Pages/HeritageCenter.aspx](http://www.co.berks.pa.us/Dept/Parks/Pages/HeritageCenter.aspx)

### Berks History Center

940 Centre Avenue  
Reading, Pennsylvania 19601  
Tel: 610 375-4375  
[www.berkshistory.org/](http://www.berkshistory.org/)

### Bucks County Historical Society

Mercer Museum  
84 South Pine St.  
Doylestown, PA 18901  
Tel: 215-345-0210

Fonthill Castle  
East Court St. & Rte. 313  
Doylestown, PA 18901  
Tel: 215-348-9461  
[www.mercermuseum.org/](http://www.mercermuseum.org/)

### Chester County Historical Society

225 North High St.  
West Chester, PA 19380  
Tel: 610-692-4800  
[www.chestercohistorical.org](http://www.chestercohistorical.org)

### Delaware County Historical Society

408 Avenue of the States  
Chester, PA 19013  
Tel: 610-872-0502

[www.delcohistory.com](http://www.delcohistory.com)

### Freedoms Foundation

P.O. Box 67  
Valley Forge, PA 19481  
Tel: 610-933-8825  
[www.freedomsfoundation.org](http://www.freedomsfoundation.org)

### Historical Society of Montgomery County

1654 Dekalb St. Norristown, PA 19401  
Tel: 610-272-0297  
[www.hsmcpa.org](http://www.hsmcpa.org)

### Independence National Historic Park

143 South Third St.  
Philadelphia, PA 19106  
Tel: 215-965-2305  
[www.nps.gov/inde/index.htm](http://www.nps.gov/inde/index.htm)

### Lancaster History.org

230 North President Ave.  
Lancaster, PA 17603  
Tel: 717-392-4633  
[www.lancasterhistory.org](http://www.lancasterhistory.org)

### Lehigh County Historical Society

Lehigh Valley Heritage Museum  
432 West Walnut St.  
Allentown, PA 18102  
Tel: 610-435-1074  
[www.lchs.museum](http://www.lchs.museum)

### Mauch Chunk Historical Society

P.O. Box 273  
Jim Thorpe, PA 18229  
Tel: 570-325-4439  
[www.mauchchunkhistory.com](http://www.mauchchunkhistory.com)

### National Constitution Center

Independence Mall  
525 Arch St.  
Philadelphia, PA 19106  
Tel: 215-409-6600  
<http://constitutioncenter.org>

### The Pennsylvania Capitol

Commonwealth Ave.  
Harrisburg, PA  
Tel: 800-868-7672  
[www.pacapitol.com/index.htm](http://www.pacapitol.com/index.htm)  
|

### Sigal Museum and Northampton County Historical & Genealogical Society

342 Northampton St.  
Easton, PA 18042  
Tel: 610-253-1222  
[www.sigalmuseum.org](http://www.sigalmuseum.org)

### State Museum of Pennsylvania

300 North Street  
Harrisburg, PA 17120  
Tel: 717-787-4980  
Groups: 717-772-6997  
[www.statemuseumpa.org](http://www.statemuseumpa.org)

### The Liberty Bell Museum

622 West Hamilton St.  
Allentown, PA 18101  
Tel: 610-435-4232  
[www.libertybellmuseum.org/](http://www.libertybellmuseum.org/)

Visit your local legislator. Find them at

[www.legis.state.pa.us](http://www.legis.state.pa.us)

## Check Out These Websites for Additional Information

- National Women’s History Project- [www.nwhp.org](http://www.nwhp.org)
- PA Department of State- [www.dos.state.pa.us](http://www.dos.state.pa.us)
- Rock the Vote- [www.rockthevote.com](http://www.rockthevote.com)
- Smart Voter- [www.smartvoter.org](http://www.smartvoter.org)
- PA League of Women Voters- [www.palwv.org](http://www.palwv.org)
- League of Women Voters- [www.lwv.org](http://www.lwv.org)
- National Park Service- [www.nps.gov/wori/index.htm](http://www.nps.gov/wori/index.htm)
- U.S. House of Representatives- <http://www.house.gov>
- U.S. Senate- <http://www.senate.gov/index.htm>
- House and Senate Legislative Information- [www.congress.gov](http://www.congress.gov)
- CapWeb An Internet Guide to the U.S. Congress- <http://www.capweb.net>
- The White House. This website also provides access to the Cabinet Departments- [www.whitehouse.gov](http://www.whitehouse.gov)
- Supreme Court- [www.supremecourt.gov](http://www.supremecourt.gov)
- United States Federal Judiciary- [www.uscourts.gov](http://www.uscourts.gov)
- The Federal Election Commission- [www.fec.gov](http://www.fec.gov)
- National Archives and Records Administration of the Federal Register- [www.archives.gov](http://www.archives.gov)
- U.S. Bureau of the Census- [www.census.gov](http://www.census.gov)
- Federal Voting Assistance Project- [www.fvap.gov](http://www.fvap.gov)
- PA State Government- [www.pa.gov/Pages/default.aspx#.VrDztrlrLcs](http://www.pa.gov/Pages/default.aspx#.VrDztrlrLcs)
- Ballot Access- [ballot-access.org](http://ballot-access.org)
- The Federal Election Commission Includes the universal voter registration form- [www.fec.gov](http://www.fec.gov)
- Leadership Council on Civil Rights- [www.civilrights.org](http://www.civilrights.org)
- Political party websites and general political information- [www.politics1.com](http://www.politics1.com)
- Project Vote Smart- [votesmart.org](http://votesmart.org)

## Glossary: Election Words

**Absentee Voting-** A way people can vote when they can't get to their polling place. They vote on a special form and mail it.

**Ballot-** A list of people who are running for public office; a form voters use to show whom they vote for.

**Ballot Box-** A box people's votes are put into.

**Budget-** A plan for spending money.

**Cabinet-** The group of government department heads who advise the president.

**Campaign-** What a candidate does to get people to vote for her/him.

**Campaign Committee-** A group of political party members who plan how to get the party's candidate elected.

**Candidate-** A person who runs for a public office: someone who wants to be chosen for public office.

**Caucus-** A special meeting that only important members of a political party go to.

**Chad-** Punched out paper in a paper ballot that was difficult to count because it did not fully release from the ballot during the 2008 election.

**Chief Executive-** The president; the official in charge of our relations with other nations.

**Civil Rights-** Rights that all citizens have. Those rights are given by law.

**Commander in Chief-** The president; the head of the army, navy, and other military forces.

**Defense Program-** A plan or system to protect our country. Weapons and armed forces are part of our defense program.

**Delegate-** A party member who is chosen by other members to go to the party's convention.

**Democrat-** A member of the Democratic party.

**Democratic Party-** One of our two main political parties. Its symbol is the donkey.

**Domestic Issue-** An issue/problem inside our country.

**Economic Aid-** Help such as money or food that a country provides to another country.

**Elected Official-** A person who is elected to a public office in the government, as opposed to appointed or hired. The president of the United States is an elected official.

**Election Officer-** A person who works at the place where people vote to make sure voting laws are followed; a poll watcher.

**Electoral College-** A group of people who meet right after an election for our president. Our constitution says this group formally elects the president and vice-president.

**Foreign Policy-** The ways in which our government relates to the government of other nations.

**G.O.P.-** Acronym which stands for Grand Old Party, the nickname of the Republican party.

**Inauguration Day-** January 20, the day when the president is sworn into public office.

**Incumbent-** A person who holds a public office and wants to be elected to that office again.

**Independent-** A person who does not belong to either of the two main political parties.

**Issue-** A point of debate or controversy between the candidates or parties. How to deal with unemployment or social security would be examples of issues.

**Majority-** More than half. A group or political party whose numbers equal more than half of a body or vote.

**Military Aid-** Military help, (soldiers and/or weapons) that one or more countries provide to another country.

**National Convention-** An important political meeting for party members from all over the country, at which republicans, democrats and/or other political party's choose their party's candidate for president.

**National Economy-** The system a country has which keeps track of how much it spends and how much it makes.

**National Election-** An election for president and vice-president. All registered voters in the nation can vote in a national election.

**Nominate-** To suggest that someone be a candidate for an office.

**Oath of Office-** The pledge that the new president makes to uphold and defend the constitution.

**Party Headquarters-** An office where party members meet to work for the party and/or candidate.

**President-elect-** The title for the candidate who wins the election for president but who has not yet taken the oath of office.

**Primary Election-** An election that a political party holds in a state, to narrow down the number of people running for an office.

**Register-** Sign up to vote.

**Registered Party Member-** Someone who signs a form saying she or he belongs to a certain political party.

**Registry of Voters-** The office that handles records of voters and information about voting. (In some places, this office is called the Office of Voter Registration.)

**Republican-** A member of the Republican Party.

**Republican Party-** One of our two main political parties. Its symbol is the elephant.

**Social Program-** A plan or system to help a nations citizens. Medicare is a social program that helps to pay medical bills.

**Special Interest Group-** A group of people who all want specific things from the government. Environmental organizations are often special interest groups.

**State Convention-** A big political event held by each party. This is where national delegates are selected.

**Super Delegate-** Important players in the National Parties who help decide which candidate will secure the nomination.

**Term-** How long a person is elected to a public office. The president's term is four years.

**Third Party-** Any political party that is not democrat or republican.

**Ticket-** A list of all the candidates in one political party who are running in an election.

**Treaty-** An agreement between the governments of two or more nations.

**Voting Machine-** A machine people use when voting.

**Voter Registration Card-** The form that people receive that shows they are registered to vote.

**Ward-** A political district that is made up of several precincts.

# "I Promise To Vote In The General Election"

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