



# *Scout the Vote*

with GSHPA and the PA Commission for Women

*It's your world...change it!*

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# Scout the Vote Patch Program



The Girl Scout Councils of Pennsylvania have joined together along with the Pennsylvania Commission on Women to design this patch program.

According to the February 2008 GSRI Girl Panel Survey, eight in ten girls ages 8 to 17 are interested in this upcoming presidential election. The national, state, and local election process will be the top of the news until Election Day in November 2008. The Girl Scout role in any election is to provide an accurate, age appropriate, non-partisan interpretation of the election process.

The purpose of this patch program is to engage and empower Girl Scouts to understand the voting process in a patriotic - not political - manner, eagerly anticipating their right to vote, and encourage and enable women to exercise their right to vote.

The patch program contains activities for Girl Scouts in all age levels. Each level must complete a specific number of activities plus participate in the Scout the Vote contest.

Girl Scout Daisies	2 activities plus contest
Girl Scout Brownies	5 activities plus contest
Girl Scout Juniors	7 activities plus contest
Girl Scout Cadettes/Seniors/Ambassadors	9 activities plus contest

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. While working on this patch program or for any potentially political purpose, be aware of GSUSA's policy concerning political activity referred to in Safety-Wise on page 77. 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 for purchase through any GSHPA Council Shop.

# Activities

1. Find out where the people in your community vote and where your parents vote. What happens at a polling place? Who would you find at a polling place?
2. Collect three newspaper articles or pictures that discuss the 2008 elections. Are there any key words that continue to be used in the article?
3. Obtain a copy of a sample ballot from your county's voter registration department. What is the proper way to fill-out the ballot? What type of voting system/machine does your county use?
4. Pretend you are running for office and make a commercial telling people why they should vote for you.
5. Read about the 19th 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.
7. Complete the "Community Scavenger Hunt."
8. Complete "Picture the New President."
9. Make five "Thanks for voting" cards and give to people after Election Day.
10. Play the "Campaign Trail."
11. Read the glossary and find three new words you have never heard of before. Can you make a game out of the glossary?
12. Complete a voter registration form. How old do you have to be to vote?
13. Interview three women to find out why they vote and what impact their vote has in the community.
14. Pick a famous Suffragette and write a biography about her. (Julia Ward Howe, Carrie Chapman, Alice Paul, Elizabeth Cady Stanton, Susan B Anthony, Lucy Stone).
15. Participate in your age level's contest.

# Contest

Throughout this patch program, girls have discovered many new things about the voting process, connected with community resources to learn more, and took action by becoming advocates for voting. Tell girls they have been hired to design a public service piece using the medium they wish – audio, visual or written. The point of this activity is not to promote who to vote for but to encourage adults to go to the polls.

Please choose from one of the following:

- Create a “piggyback” song by changing the words to a familiar tune
- Make a 11” x 17” poster
- Create a cartoon/comic strip
- Create a bookmark
- Create a full-page magazine ad
- Create a 30-second audio public service announcement for radio
- Create a 60-second visual public service announcement for television
- Design a PowerPoint presentation
- Create a billboard
- Design a Web page
- Write a poem
- Write a limerick
- Write a 250-word essay
- Write a newspaper article

Girl Scout Cadettes, Seniors and Ambassadors only –

- Organize a Voter Registration Drive in your community. October 6th is the deadline to register to vote. Canvass your neighborhood, set-up a booth at a mall, or brainstorm other ways to distribute Voter Registration Applications (downloadable from [www.votespa.com](http://www.votespa.com)).

## Timeline

11/1/08	Submit the public service piece your troop created (one per troop) to the Program department, York Service Center, PO Box 20159, 1600 Mount Zion Road, York, PA 17402.
11/7/08	Entries will be judged
11/11/08	Winners (one in each age level) will be announced and will receive a \$30.00 Council Shop Gift Certificate

# Sample Parent Letter

Dear Parents,

Your daughter will be participating in the “Scout the Vote” Girl Scout patch program. The Girl Scout Councils in Pennsylvania have joined together along with the Pennsylvania Commission for Women to design this program. This non-partisan, educational program will inform your daughter about the election process and have her advocate the importance of adults going to the polls. Your daughter 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 daughter may come home with questions and want to discuss with you issues she is hearing about during the campaign. Please take some time and talk to your daughter 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

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”. The framework of our government, the United States Constitution did not give the right to vote to everyone. In fact, two groups in this country, African Americans and women were denied this inalienable right for a long time. It was a long and arduous battle for the citizens of this country to be able to stand side by side and declare their right to vote in elections.

When the U. S. Constitution was drafted by a group of men in Philadelphia in 1787 they did not include women as they debated and discussed how to govern the country. Compelled to create a democracy, it was with limitations that did not extend past white men who qualified by various religious, property and taxpaying criteria. The Fifteenth Amendment provided the right to vote for black men in 1869 but it took until 1920 for women to gain that right when the Nineteenth Amendment was ratified (passed).

The struggle really began in 1848 at a meeting held in New York called the Seneca Falls Convention. It was at this convention that people assembled, took the words of Thomas Jefferson in the Declaration of Independence, and stated their claim to their voting rights in a document called the Declaration of Sentiments. Just like the Declaration of Independence, which was signed by 56 men, the Declaration of Sentiments was also signed by those who adopted it- 68 women and 32 men. The principle author was Elizabeth Cady Stanton. At a time when the role of women was very traditional these women became the foundation of the Suffragist Movement and fought long and hard but most did not live till 1920 to see their battle won. It 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 event described it to be the “most shocking and unnatural paper recorded in the history of womanity.”

It was the Declaration of Sentiments that 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., *Voting Rights in America* (1992); Berghe, G. V., Cultice, W. W., *Youth’s Battle for the Ballot* (1992); Rogers, D. W., ed., *Voting and the Spirit of American Democracy* (1992); Williamson, Chilton, *American ufrage From Property to Democracy, 1760-1860* (1960).

## 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 requires 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 powers in such form, as to them shall seem most likely to effect 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, and 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.

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 a 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. In the covenant of marriage, she is compelled to promise obedience to 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 her property can be made profitable to it.
- He has monopolized nearly all the profitable employments, and from those she is permitted to follow, she receives 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.

*from Elizabeth Cady Stanton, A History of Woman Suffrage , vol. 1 (Rochester, N.Y.: Fowler and Wells, 1889), pages 70*

# Check out these Web sites!



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

[www.nwhp.org](http://www.nwhp.org)

[www.LWV.org](http://www.LWV.org) - promotes informed and active participation in government

<http://andromeda.rutgers.edu/~natalieb/women.htm> - statistics and facts about women office holdings, gender gaps etc.

[www.nps.gov/wori/index.htm](http://www.nps.gov/wori/index.htm) - Did you know there's a national park dedicated to women's rights?

[www.lib.umich.edu/govdocs/election2008.html](http://www.lib.umich.edu/govdocs/election2008.html)

[www.dos.state.pa.us](http://www.dos.state.pa.us) - (PA State Dept.)

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

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

[www.selectsmart.com/president/2008](http://www.selectsmart.com/president/2008)

[www.womenvotepa.org](http://www.womenvotepa.org)

# Community Scavenger Hunt

Use the Internet, telephone book, local directories, and newspapers to find the following information:

## Part A - All Age Levels

What are the names of the newspapers in your community?

---

The president of your country is:

---

The governor of Pennsylvania is:

---

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

---

Are any of these people women?                      Yes                      No

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 States congressman/woman from your area?

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Who is the state senator for 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. \_\_\_\_\_
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- 43. \_\_\_\_\_
- 44. \_\_\_\_\_

\*List as many as you can think of from 1 to 44

# The Campaign Trail

How to play:

Tape the two board pieces together.

Each player places a different color marker on “Start”.

Only use one die from a pair of dice. Each player rolls the die and moves her marker forward to the number of spaces indicated.

The first player to become president wins.



YOU LOSE THREE PRIMARY ELECTIONS—GO BACK FIVE SPACES



YOUR CAMPAIGN MANAGER QUILTS—LOSE ONE TURN WHILE YOU FIND A NEW ONE



WIN PRESIDENTIAL NOMINATION—ADVANCE THREE SPACES



YOUR CAMPAIGN FUNDS ARE LOW—SKIP YOUR NEXT TURN

# Caucus Corner

SPEND TWO MILLION ON COMMERCIALS, SKIP YOUR NEXT TURN



WIN PA PRIMARY—ADVANCE TWO SPACES



WIN IOWA CAUCUS—ADVANCE THREE SPACES



CONVENTION CANAL

WIN PRESIDENTIAL DEBATE—ADVANCE THREE SPACES



GOT HANDS DIRTY PAINTING MOUSTACHE ON OPPONENT'S POSTER—GO BACK THREE SPACES



## Primary Pond

ENDORSED BY MUPPETS—ADVANCE FIVE SPACES



FORGOT SPEECH—GO BACK TWO SPACES



REFUSE TO PARTICIPATE IN DEBATE GO BACK ONE SPACE



RAISE \$2000 AT CAMPAIGN DINNER—ADVANCE TWO SPACES \$\$\$

DECLARE CANDIDACY



START

## The Campaign Trail

YOU WIN THE ELECTION! YOU'RE PRESIDENT!



EARLY ELECTION RESULTS PUT YOU AHEAD—ADVANCE TWO SPACES



POPULARITY FALLS SKIP ONE TURN



WIN POPULARITY POLL—ADVANCE THREE SPACES



## Electoral College Cul-de-sac

# We the People

# Facts

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

FACT: You can register to vote if you are:

1. A United States Citizen.
2. 18 years old by election day.
3. 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.

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

FACT: You are registered when you receive a voter registration card 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 to a different county 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 absentee. 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 Votes 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!

# 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 is a time to consider the issues which 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 campaign materials. As television has come to dominate political campaigns, it has become difficult to move beyond a candidate's image to the substance of a campaign.

However, it is possible to move beyond style to substance. The seven steps outlined in this brochure are 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' Web sites. 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 candidate's 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.

# Distortion Techniques

All 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 statements 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 Trip Ideas



State Museum of Pennsylvania  
300 North Street  
Harrisburg, PA 17108-1026  
717 787 4980  
[www.statemuseumpa.org](http://www.statemuseumpa.org)

Berks County Heritage Center  
2201 Tulpehocken Road  
Wyomissing, PA 19610  
610 374 8839

Bucks County Historical Society  
Mercer Museum  
Fonthill Musuem  
84 South Pine St.  
Doylestown, PA 18901  
215 345 0210 ext. 123 for Mercer  
215 348 9461 ext. 10 for Fonthill

Independence National Historic Park  
(actual location of the Liberty Bell Pavilion)  
313 Walnut St.  
Philadelphia, PA 19106  
215 597 8974  
[www.independencevisitorcenter.com](http://www.independencevisitorcenter.com)

Lehigh Valley Heritage Center  
432 West Walnut Street  
Allentown, PA 18102  
610 435 1074 ext. 15  
[www.lchs.museum](http://www.lchs.museum)

Liberty Bell Museum and Shrine  
622 West Hamilton St.  
Allentown, PA 18101  
610 435 4232  
[www.libertybellmuseum.org](http://www.libertybellmuseum.org)

National Constitution Center  
Independence Mall  
525 Arch Street  
Philadelphia, PA 19106  
215 409 6600  
[www.constitutioncenter.org](http://www.constitutioncenter.org)

The James Buchanan Foundation  
1120 Marietta Avenue  
Lancaster, PA 17603  
717 392 8721  
[www.wheatland.org](http://www.wheatland.org)

# Glossary

*Here are some words you will hear or see during an election campaign. Most of the words are used in this booklet.*

Absentee voting - (ab-suhn-tee). A way people can vote when they can't get to their polling place. They vote on a special form and mail it.

Ballot - (bal-uht). A list of people who are running for public office: a form voters use to show whom they vote for.

Ballot box - (bal-uht boks). A box people's votes are put into.

Budget - (buhj-it). A plan for spending money.

Cabinet - (kab-uh-nit). The group of government department heads who advise the president.

Campaign - (kam-peyn). What a candidate does to get people to vote for her/him.

Campaign committee - (kam-peyn kuh-mit-ee). A group of political party members who plan how to get the party's candidate elected.

Candidate - (kan-di-deyt). A person who runs for a public office: someone who wants to be chosen for public office.

Caucus - (kaw-kuhs). A special meeting that only important members of a political party go to.

Chad - (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 - (cheef ig-zek-yuh-tiv). The president; the official in charge of our relations with other nations.

Civil rights - (siv-uhl rahyts). Rights that all citizens have. Those rights are given by law.

Commander in Chief - (kuh-man-der in cheef). The president; the head of the army, navy, and other military forces.

Defense program - (di-fens proh-gram). A plan or system to protect our country. Weapons and armed forces are part of our defense program.

Delegate - (del-i-git). A party member who is chosen by other members to go to the party's convention.

Democrat - (dem-uh-krat). A member of the Democratic party.

Democratic party - (dem-uh-krat-ik pah-tee). One of our two main political parties. Its symbol is the donkey.

Domestic issue - (duh-mes-tik ish-oo). An issue/problem inside our country.

Economic aid - (ek-uh-nom-ik eyd). Help such as money or food that a country provides to another country.

Elected official - (i-lek-tid uh-fish-uhl). 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 - (i-lek-shuhn aw-fuh-ser). A person who works at the place where people vote to make sure voting laws are followed; a poll watcher.

Electoral college - (i-lek-ter-uhl kol-ij). A group of people who meet right after an election for our president. Our Constitution says this group formally elects the president & vice-president .

Foreign policy - (fawr-in pol-uh-see). 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 - (in-aw-gyuh-rey-shuhn dey). January 20, the day when the president is sworn into public office.

Incumbent - (in-kuhm-buhnt). A person who holds a public office and wants to be elected to that office again.

Independent - (in-di-pen-duhnt). A person who does not belong to either of the two main political party's.

Issue - (ish-oo). 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 - (muh-jawr-i-tee). More than half. A group or political party whose numbers equal more than half of a body or vote.

Military aid - (mil-i-ter-ee eyd). Military help, (soldiers and/or weapons) that one or more countries provide to another country.

National convention - (nash-uh-nl kuhn-ven-shuhn). 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 - (nash-uh-nl i-kon-uh-mee). The system a country has which keeps track of how much it spends and how much it makes.

National election - (nash-uh-nl i-lek-shuhn). An election for president and vice-president. All registered voters in the nation can vote in a national election.

Nominate - (nom-uh-neyt). To suggest that someone be a candidate for an office.

Oath of office - (ohth of aw-fis). The pledge that the new president makes to uphold and defend the constitution.

Party headquarters - (pah-tee hed-kwawr-terz). An office where party members meet to work for the party and/or candidate.

President-elect - (prez-i-duhnt-i-lekt). The title for the candidate who wins the election for president but who has not yet taken the oath of office.

Primary election - (prahy-mer-ee i-lek-shuhn). An election that a political party holds in a state, to narrow down the number of people running for an office.

Register - (rej-uh-ster). Sign up to vote.

Registered party member - (rej-uh-ster-d pah-tee mem-ber) Someone who signs a form saying she or he belongs to a certain political party.

Registry of voters - (rej-uh-stree of voh-ter-s). The office that handles records of voters and information about voting. (In some places, this office is called the Office of Voter Registration.)

Republican - (ri-puhb-li-kuhn). A member of the Republican party.

Republican party - (ri-puhb-li-kuhn pah-tee). One of our two main political parties. Its symbol is the elephant.

Social program - (soh-shuhl proh-gram). A plan or system to help a nation's citizens. Medicare is a social program that helps to pay medical bills.

Special interest group - (spesh-uhl in-ter-ist groop). A group of people who all want specific things from the government. Environmental organizations are often special interest groups.

State convention - (steyt kuhn-ven-shuhn). A big political event held by each party. This is where national delegates are selected.

Super delegate - (soo-per del-i-git). Important players in the National Parties who help decide which candidate will secure the nomination.

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

Third party - (thurd pah-tee). Any political party that is not Democrat or Republican.

Ticket - (tik-it). A list of all the candidates in one political party who are running in an election.

Treaty - (tree-tee). An agreement between the governments of two or more nations.

Voting machine - (voht-ing muh-sheen). A machine people use when voting.

Voter registration card - (voh-ter rej-uh-strey-shuhn kahrd). The form that people receive that shows they are registered to vote.

Ward - (wawrd). A political district that is made up of several precincts.

“I PROMISE TO VOTE  
IN THE GENERAL ELECTION”  
on November 4, 2008

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| 1. _____  | 16. _____ |
| 2. _____  | 17. _____ |
| 3. _____  | 18. _____ |
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This card belongs to: \_\_\_\_\_  
(Girl’s First Name Only)

Troop number: \_\_\_\_\_

Age Level:    D    B    J    C    S    A

“I PROMISE TO VOTE  
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| 1. _____  | 16. _____ |
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(Girl's First Name Only)

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# Scout the Vote

with GSHPA and the PA Commission for Women

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