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Created *by* Teachers *for* Teachers and Students

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Primary Sources— First Grade

This sample includes the following:

Teacher's Guide Cover (1 page)

Teacher's Guide Table of Contents (1 page)

How to Use This Product (3 pages)

Lesson Plan (10 pages)

Photograph Card (2 pages)

Primary Source Document (1 page)

To Create a World ⁱⁿ which
Children **love** to Learn!

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EXPLORING HISTORY THROUGH
PRIMARY SOURCES

First Grade

Teacher's Guide



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How to Use This Product

With its authentically re-created primary source documents, captivating photographs, and easy-to-follow lessons, the *Primary Sources* series allows teachers and students to expand their study of history beyond the textbook and classroom. The resources included in this series assist busy teachers in presenting innovative primary source lessons that meet the National Council for the Social Studies (2010) standards and the C3 Framework.

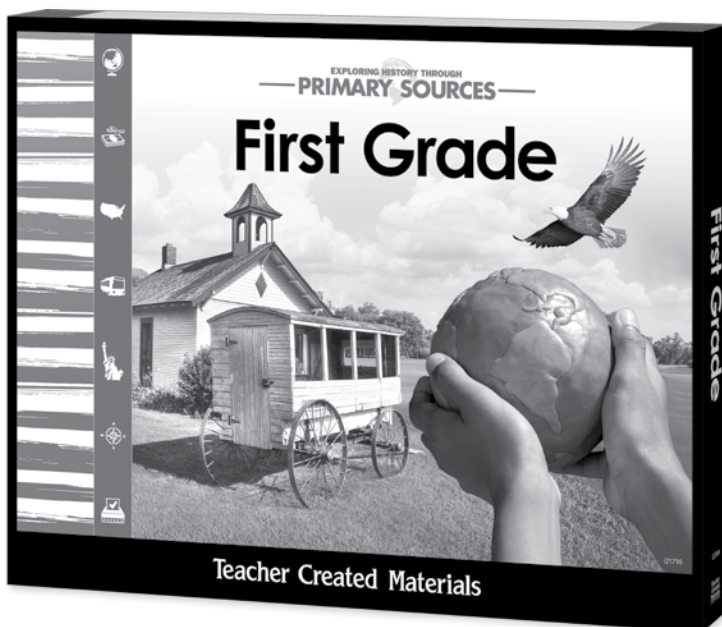
The contents of this kit provide teachers with all they need to accomplish the lessons without additional research or planning. Teachers have print and digital photographs and documents at their fingertips and do not need to rush to find such resources. Activities are varied, interesting, challenging, and engaging.

By participating in the lessons provided in this kit, students will do the following:

- articulate their observations
- analyze what they see
- improve their vocabularies
- build literacy skills
- strengthen critical-thinking skills
- be prompted by visual clues
- compare their assumptions against those of others
- expand their appreciation for other time periods

By presenting the lessons in this book, teachers will do the following:

- improve students' test scores and test-taking skills
- meet curriculum standards
- create a learning environment that extends beyond the classroom
- encourage students to take active roles in their learning
- develop critical-thinking skills in students

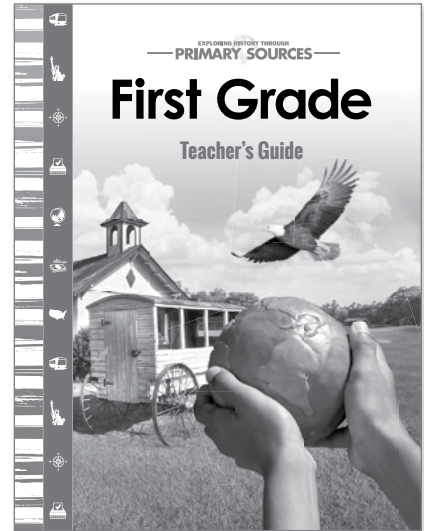


How to Use This Product *(cont.)*

Teacher's Guide

The Teacher's Guide includes the following:

- introductory lesson
- 8 photograph card lessons
- 8 primary source lessons
- learning outcomes
- materials lists
- discussion questions
- historical background information
- reproducible student activity sheets
- document-based assessments
- culminating activities
- student glossary



Photograph Cards

The photograph cards provide captivating images along with background information and activities for teacher and student use. Teachers can use these activities in ways that best suit their classroom needs (group work, individual work, learning center, etc.). Each photograph card includes two primary source images with historical background information and a challenge activity.

Schools Then and Now

Going to School Long Ago

All the grades were in the same room in a one-room schoolhouse. The teacher had to teach them all. Many students only went to school for a few years. They learned reading, writing, and math. Then, they had to help on the family farm.

Challenge

Talk to a bus driver about his or her job. Find out how far the bus driver has to drive every day. Find out how long he or she has to be on the bus for. Write a thank you letter to the bus driver for helping kids get to school.

Schools Long Ago and Today

Directions: Read Going to School Long Ago. Then, think about your school today. Talk about schools then and now.

Sentence Bank

Students go to school.
All grades were in the same room.
Students are only with their grade.

Primary Source Documents

Facsimiles of primary source documents are provided in both authentic-looking print formats and in digital formats within the Digital Resources. The documents come in varying sizes.

Name: Kathryn Kilg
Grade: 2 Year: 1912 - 1913

This report is sent home at the end of each two months so that Fathers and Mothers may know how their children are getting along in school.

A stands for Very High Quality Work.
B stands for High Quality Work.
C stands for Ordinary Work.
D stands for Poor Work.
U stands for Unsatisfactory Work.

The work of the school is so arranged that every pupil should do at least **Ordinary** work in every subject. If you are not satisfied with the marks that the student has earned, a conference with the Sister will help secure better work next month.

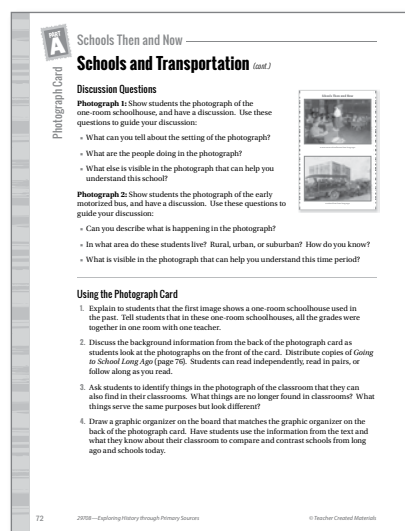
THE DAYS WORK	Sun	Mon	Tue	Wed	Thu	Fri	Sat	Total
Religion	A	B	B	B	B	B	B	7
Reading	C	A	A	A	A	A	A	7
Spelling	C	B	C	C	C	C	C	7
Arithmetic	B	A	A	A	A	A	A	7
English	C	B	B	B	B	B	B	7
Music	C	C	C	C	C	C	C	7
Handwriting	C	B	B	B	B	B	B	7
Home-Work	C	B	B	B	B	B	B	7
Attendance	C	B	B	B	B	B	B	7
Health	C	B	B	B	B	B	B	7
GOOD HABITS								
Neat	C	A	A	A	A	A	A	7
Orderly	C	A	A	A	A	A	A	7
TIME LEFT								
Days Absent		1	1	1	1	1	1	7
Time Lost								
Tuition	25¢	25¢	25¢	25¢	25¢	25¢	25¢	1.75

Jackie Robinson
Special!
INSIDE THE DODGERS TRAINING CAMP!
READ ROOKIE ON TRIAL!

How to Use This Product *(cont.)*

Lesson Plans

Each lesson plan includes discussion questions and an engaging activity to help students analyze the primary source. Historical background information is included for each topic. The *Student Glossary* has supporting definitions for words in the texts and should be shared with students as necessary. The concluding activity for each lesson is a document-based assessment. This one-page assessment allows students to further practice primary source analysis.



School-Home Connection Letters

Each lesson includes a School-Home Connection Letter. Each letter provides students' families with a brief summary of the content covered in the lesson as well as a fun activity for families to complete with students. This helps engage students in the content at home and keeps families involved in students' civic education. Have students complete the letters and take them home. Allow ample time for busy families to complete the activity. Then, discuss students' experiences and findings as a class. Be sure to point out how the activities that students completed at home correspond to the activities completed in class.

Name _____ Date _____

Schools Then and Now
School-Home Connection Letter

Dear _____

We are learning about schools and transportation in the past. We are comparing them to how they are today.

Tell me what school was like when you were a child. Tell about some things that are different and some things that are still the same. If possible, show me some pictures.

How is school different? _____

How is school the same? _____

I will share my list with the class on _____.

Thank you for helping me with this activity.

Love,

© Teacher Created Materials 29708—Exploring History through Primary Sources 79

Digital Resources

The Digital Resources include: digital copies of the photograph cards and primary source facsimiles; additional primary sources to support and enrich the lessons; student reproducibles; analysis activity sheets; and a detailed listing of the original locations of all primary sources in the collection. See page 120 for more information.



Voting

Learning Outcomes

- Students will understand the rule-making process.



Photograph Card

Students will understand the difference between a direct democracy and a representative democracy.



Facsimile

Students will understand the process of voting.



Connections

Students will make cross-curricular connections and take assessments.

Materials and Preparation

- *Rule-Making Process* photograph card (rulemakingprocess.pdf)
- *2004 Presidential Ballot* facsimile (ballot.pdf)
- copies of student reproducibles (pages 36–40)
- Read *Background Information for the Teacher* (page 35), and use the information to supplement your class discussions.

Introductory Activity

1. Decide on a few activities you are willing to allow your class to participate in, such as an extra recess, a night with no homework, 20 minutes of free choice time, or an extra art project.
2. Create a ballot with the activity choices on it. Copy the ballots so there is one ballot for each student. Provide each student with a ballot, and allow him or her to vote for the two activities they most want to do. Tally the ballots, but do not share the results yet.
3. Create another ballot with the names of each child in your class. Copy the ballots so there is one ballot for each student. Give each student a ballot, and have him or her vote for two students to represent the class. Tally the ballots. Then, have the two students with the most votes be the representatives for the class. Have the two representatives each vote on one activity they think would be the best for students in the class. Do not share the results yet.
4. Reveal the results for both votes. Identify if the results from the representatives matched students' individual votes or if they were different. Tell students that they are going to learn about different ways voting can be done.

Rule-Making Process

Voting *(cont.)*

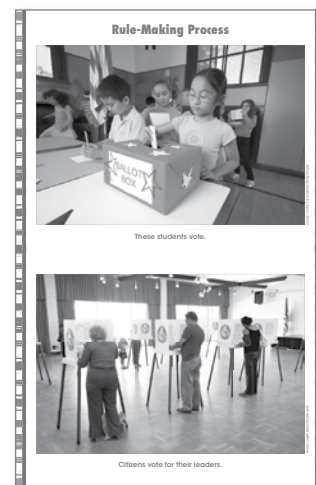
Discussion Questions

Photograph 1: Show students the photograph of students voting in their classroom. Use the following questions to guide a group discussion:

- Talk about the children in the picture. What are they doing?
- What evidence is there that the vote is a secret?
- How does this photograph help you understand voting?

Photograph 2: Show students the photograph of the citizens voting in an election. Use the following questions to guide a group discussion:

- Describe the setting of this photograph.
- Why do the voters have separate stations?
- How does this photograph help you understand voting?



Using the Photograph Card

1. Tell students that the first image shows students voting in a classroom. They are voting for rules for their classroom. Identify the second image as adults voting in an election. Briefly describe the types of things citizens vote for, including: president, governor, and propositions. Explain that adults go to different locations in the community, such as schools or churches, when they vote.
2. Read the information from the back of the photograph card as students look at the photographs on the front of the card. Or, distribute copies of *Let's Vote!* (page 36). Students can read independently, read in pairs, or follow along as you read.
3. Draw a graphic organizer on the board that matches the graphic organizer on the back of the photograph card. Make a sentence bank with the following sentences. Have students write sentences in the correct locations to compare and contrast the two types of voting.

• Everyone gets a vote.	• People vote for the leaders.
• Leaders vote for the laws.	• People follow the law.
• People vote for the laws.	• Laws are made.
4. Discuss the introductory voting activity the class did. Label the two votes that were taken as *Direct Democracy* and *Representative Democracy*.

Voting *(cont.)*

Discussion Questions

Show students the *2004 Presidential Ballot* facsimile. Read the ballot aloud to students. Use the following questions to guide a group discussion:

- What information is provided in each category?
- How does this image help you understand voting?
- What other items will be voted on using this ballot?



Using the Facsimile

1. Display two books for a read aloud. Tell students that you cannot read both books. They will vote to see which one you will read. Hold one book up high. Ask students who are going to vote for that book to raise their hands. Count the votes aloud so students can hear you. Record the final number on the board. Then, repeat with the other book. Discuss which book won the vote and why.
2. Tell students that raising hands and counting votes works well when there is a small number of people to count. However, if there were a lot of people, it would take too long. It also would be difficult if the people were spread out or not in the same location.
3. Distribute copies of *Ballot* (page 37) to students. Read aloud the background text as students follow along. Explain to students that people use ballots to vote in elections. Then, the ballots are counted to see which leader wins or what ideas become laws.
4. Discuss with students the benefits of voting using ballots. (People can vote at different times and in different locations, a large number of people can vote, and the vote can be secret.) Discuss how a secret vote might be important and when you might use a secret vote.
5. Explain to students that citizens vote on many issues and leaders. Name some of the leaders that people vote for including: president, congressional representatives, city council, and school board members.
6. Provide copies of *Thank You!* (page 38). Have students write short notes to leaders to thank them for representing the community.
7. Read aloud the book that won the vote in step one.

Rule-Making Process

Voting *(cont.)*

School-Home Connection

- Distribute copies of *Rule-Making Process School-Home Connection Letter* (page 39) to students. Explain the assignment to students, and answer any questions they have. Have students write their parents' names and the due date on the letter. Then, ask them to sign the letter. Follow up by having students share what they learned from their families.

Name _____ Date _____

**Rule-Making Process
School-Home Connection Letter**

Dear _____

We are learning about how and why rules are made. I learned that rules help keep things working well and keep things fair for everyone.

Help me learn more about voting. Have you voted before? Talk with me about why some people believe voting is important. I want to know two reasons.

1. _____

2. _____

I will share my list with the class on _____
Thank you for helping me with this activity.

Love,

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Content-Area Connections

- **Mathematics**—Have students help count the results of the voting from the introduction activity. Create a tally graph and discuss the results.
- **Art/Language Arts**—Have students create their own games. Students can design game boards and write rules to explain how to play.

Read-Aloud Books

- Anderson, Julia. 2011. *The Election*. CreateSpace Independent Publishing Platform.
- Manning, Jack. 2014. *Voting in Elections*. Capstone Press.
- Stier, Catherine. 2008. *If I Ran For President*. Albert Whitman and Company.
- Worth, Bonnie. 2016. *One Vote, Two Votes, I Vote, You Vote*. Random House Books for Young Readers.

Document-Based Assessment

- Distribute the document-based assessment, *Voting Posters* (page 40), to students. You may wish to read aloud the directions to students and then allow them to complete the assessment individually.

Voting *(cont.)*

There are rules and laws that people must follow in many areas of their lives. Rules and laws are similar. Both are made to help keep order, ensure fairness, and keep people safe. If laws are broken, there are consequences that range from small fines to imprisonment. Law enforcement officers or police officers enforce laws. The court system deals with people who break the laws. They are responsible for handing out punishments for breaking laws.

In a democracy, the people get to vote for how they want their country to function. In a direct democracy (a pure democracy), the people would vote on each law. The Founding Fathers of the United States knew that this would take too much time and was not an effective way to govern a large country. The government of the United States is set up as a representative democracy. The citizens vote for leaders who help make the laws. These leaders represent the people in determining the laws that will help our society run well.

Rules are less formal than laws. There are rules in classrooms, in homes, in workplaces, and in games. Rules are usually made by groups of people to help them work and live together peacefully and safely. There are consequences for breaking rules. However, the consequences are generally not as harsh as those for breaking laws.

While it may be difficult to teach young students about government, laws, and the process of law-making, helping students make connections between the rules they follow, the reasons behind the rules, and their consequences can help students better understand the world in which

they live. Helping children understand why we have rules and teaching them that there are consequences for not following rules helps prepare them to be law-abiding citizens.

The Photographs

The first photograph shows students in the third grade participating in a mock election at their school. Students were able to vote by secret ballot to learn about the voting process.

The second photograph shows citizens voting in voting booths in an election in Ventura County, California. These voters were casting ballots in the 2012 presidential election. They were voting for one of the presidential nominees, but there were other items on the ballot that the citizens voted for as well.

The Facsimile

A ballot is the official document used when casting a vote in an election. This document is an absentee ballot from the 2004 presidential election. The two major party candidates in that election were Republican candidate George W. Bush and Democratic candidate John F. Kerry. Note that other items citizens can vote for during the election are also included on the ballot.

Let's Vote!



These students vote.



Citizens vote for their leaders.

Rules are important. They help things run well. There are rules in many different places. Schools have rules to keep students safe. A **community** has rules to keep people safe.

Our country has rules. The rules are called **laws**. America is a type of **democracy**. This means that people get to **vote**. Sometimes people vote for laws. This is called a *direct democracy*. Everyone gets a vote. The votes are counted. If a lot of people vote for the rule, it becomes a law. Once a rule becomes a law, people have to follow the law!

The people cannot vote for every law. It would take too much time. So we vote for people to help us. They are our leaders. They represent us. They help make the laws for our country. This is called a *representative democracy*.

Name _____

Date _____



Ballot

STYLE 28
1394 191313

VOTER RECEIPT
GENERAL ELECTION 2004
CLARK COUNTY, NEVADA
NOVEMBER 2, 2004

RECIBO DE VOTANTE
ELECCIÓN GENERAL 2004
CONDADO DE CLARK, NEVADA
NOVIEMBRE 2, 2004

TO VOTE FOR A CANDIDATE, COMPLETE THE ARROW AT THE RIGHT OF YOUR CHOICE WITH A LINE, LIKE THIS

PARTE IMPORTANTE: USE A PEN OR #2 PENCIL. DO NOT USE BOLD INK.

PARTE IMPORTANTE: USE UNA PLUMA O LÁPIZ NÚM. 2. NO USE TINTA NOLA.

VOTER RECEIPT RECIBO DE VOTANTE

DETACH HERE SEPARAR AQUÍ

OFFICIAL MAIL BALLOT
GENERAL ELECTION 2004
CLARK COUNTY, NEVADA
NOVEMBER 2, 2004

BOLETA OFICIAL DE CORREO
ELECCIÓN GENERAL 2004
CONDADO DE CLARK, NEVADA
NOVIEMBRE 2, 2004

PARTISAN OFFICES CARGOS PARTIDISTAS	NONPARTISAN OFFICES CARGOS NO PARTIDISTAS	DISTRICT COURT JUDGE, FAMILY DIVISION, DEPT. F 6 YEAR TERM JUIZ DE LA CORTE DEL DISTRITO DIVISION FAMILIAR, DEPT. F MANDATO DE 6 AÑOS VOTE FOR ONE
PRESIDENT/VICE-PRESIDENT 4 YEAR TERM VOTE FOR ONE PRESIDENTE/VICEPRESIDENTE MANDATO DE 4 AÑOS VOTE POR UNO	JUSTICE OF THE SUPREME COURT SEAT A 6 YEAR TERM VOTE FOR ONE JUEZ DE LA CORTE SUPREMA CARGO A MANDATO DE 6 AÑOS VOTE POR UNO	Gaston, Bob NP <input type="checkbox"/>
Badnarik, Michael LI <input type="checkbox"/>	Hardisty, Jim NP <input type="checkbox"/>	Milroy, Stefany Ann NP <input type="checkbox"/>
Campagna, Richard V. LI <input type="checkbox"/>	Steel, Cynthia "Dianne" NP <input type="checkbox"/>	REGENT, STATE UNIVERSITY DISTRICT 13 6 YEAR TERM VOTE FOR ONE
Bush, George W. REP <input type="checkbox"/>	None of These Candidates Ninguno de Estos Candidatos	REGENTE, UNIVERSIDAD ESTATAL, DISTRITO 13 MANDATO DE 6 AÑOS VOTE POR UNO
Chanay, Dick REP <input type="checkbox"/>	JUSTICE OF THE SUPREME COURT SEAT E 6 YEAR TERM VOTE FOR ONE JUEZ DE LA CORTE SUPREMA CARGO E MANDATO DE 6 AÑOS VOTE POR UNO	Leavitt, James Dean NP <input type="checkbox"/>
Cobb, David ORN <input type="checkbox"/>	Parraguine, Ron NP <input type="checkbox"/>	Shuman, Olivia J. NP <input type="checkbox"/>
LaMarsha, Patricia DEM <input type="checkbox"/>	None of These Candidates Ninguno de Estos Candidatos	TRUSTEE, CLARK COUNTY SCHOOL DISTRICT A 4 YEAR TERM VOTE FOR ONE
Kerry, John F. DEM <input type="checkbox"/>	JUSTICE OF THE SUPREME COURT SEAT F 2 YEAR UNEXPIRED TERM VOTE FOR ONE JUEZ DE LA CORTE SUPREMA CARGO F MANDATO NO CADUCADO DE 2 AÑOS VOTE POR UNO	ADMINISTRADOR DISTRITO ESCOLAR A DEL CONDADO DE CLARK MANDATO DE 4 AÑOS VOTE POR UNO
Edwards, John DEM <input type="checkbox"/>	Douglas, Michael L. NP <input type="checkbox"/>	Fairrell, Isaac NP <input type="checkbox"/>
Nader, Ralph IND <input type="checkbox"/>	Hansen, Joel Frederick NP <input type="checkbox"/>	Scow, Mary Beth NP <input type="checkbox"/>
Comajn, Peter Miguel IND <input type="checkbox"/>	None of These Candidates Ninguno de Estos Candidatos	STATE QUESTION NO. 1 PREGUNTA ESTATAL NO. 1
Paroubik, Michael A. IAP <input type="checkbox"/>	DISTRICT COURT JUDGE DEPARTMENT 1 4 YEAR UNEXPIRED TERM VOTE FOR ONE JUIZ DE LA CORTE DEL DISTRITO DEPARTAMENTO 1 MANDATO NO CADUCADO DE 4 AÑOS VOTE POR UNO	Amendment to the Nevada Constitution Should the Nevada Constitution be amended to require the Nevada Legislature to fund the operation of the public schools for kindergarten through grade 12 before funding any other part of the state budget for the next biennium? Enmienda a la Constitución de Nevada ¿Debe reformarse la Constitución de Nevada para exigir que la Legislatura de Nevada financie la operación de las escuelas públicas desde el preescolar hasta el 12º grado antes de financiar cualquier otro proyecto del presupuesto del estado para el bienio siguiente?
None of These Candidates Ninguno de Estos Candidatos	Cary, Ken NP <input type="checkbox"/>	YES <input type="checkbox"/>
UNITED STATES SENATOR 6 YEAR TERM VOTE FOR ONE "SENADOR DE LOS ESTADOS" UNIDOS MANDATO DE 6 AÑOS VOTE POR UNO	Henderson, Bill NP <input type="checkbox"/>	NO <input type="checkbox"/>
Hunt, Thomas L. LB <input type="checkbox"/>	DISTRICT COURT JUDGE DEPARTMENT 11 4 YEAR UNEXPIRED TERM VOTE FOR ONE JUIZ DE LA CORTE DEL DISTRITO DEPARTAMENTO 11 MANDATO NO CADUCADO DE 4 AÑOS VOTE POR UNO	STATE QUESTION NO. 2 PREGUNTA ESTATAL NO. 2
Marinich, Gary NAT <input type="checkbox"/>	Davidson, Mike NP <input type="checkbox"/>	Amendment to the Nevada Constitution Should the Nevada Constitution be amended to require that the annual per pupil expenditure for Nevada's public elementary and secondary schools equal or exceed the national average? Enmienda a la Constitución de Nevada ¿Debe modificarse la Constitución de Nevada exigiendo que una asignación que
Reid, Harry DEM <input type="checkbox"/>	Gonzalez, Elizabeth "Betty" NP <input type="checkbox"/>	
Schumann, David K. IAP <input type="checkbox"/>	DISTRICT COURT JUDGE, FAMILY	
Ziser, Richard REP <input type="checkbox"/>		
None of These Candidates Ninguno de Estos Candidatos		
REPRESENTATIVE IN CONGRESS DISTRICT 3 2 YEAR TERM VOTE FOR ONE REPRESENTANTE EN EL CONGRESO DISTRITO 3 MANDATO DE 2 AÑOS VOTE POR UNO		
Gallagher, Tom DEM <input type="checkbox"/>		
O'Dell, Richard Wayne IAP <input type="checkbox"/>		
Parler, Jon REP <input type="checkbox"/>		
Silverio, Joseph P. LI <input type="checkbox"/>		
STATE SENATE DISTRICT 5 4 YEAR TERM VOTE FOR ONE		

This ballot is from the 2004 presidential **election**.

In the United States, people get to choose their leaders. The leaders make decisions for the country. They make laws to help people.

Americans choose leaders by voting. They can do that once they are 18 years old. People vote using ballots. There are names on a ballot. The people on the ballot want to be the leaders. Voters mark the name of the person they want to win. Each person gets one vote. The votes are counted. The person with the most votes wins.



Name _____ Date _____

Thank You!

Directions: Write a letter to a leader. Thank him or her for his or her work for the community.

Dear _____,

Sincerely,

Name _____ Date _____



Rule-Making Process School-Home Connection Letter

Dear _____,

We are learning about how and why rules are made. I learned that rules help keep things working well and keep things fair for everyone.

Help me learn more about voting. Have you voted before? Talk with me about why some people believe voting is important. I want to know two reasons.

1. _____

2. _____

I will share my list with the class on _____.

Thank you for helping me with this activity.

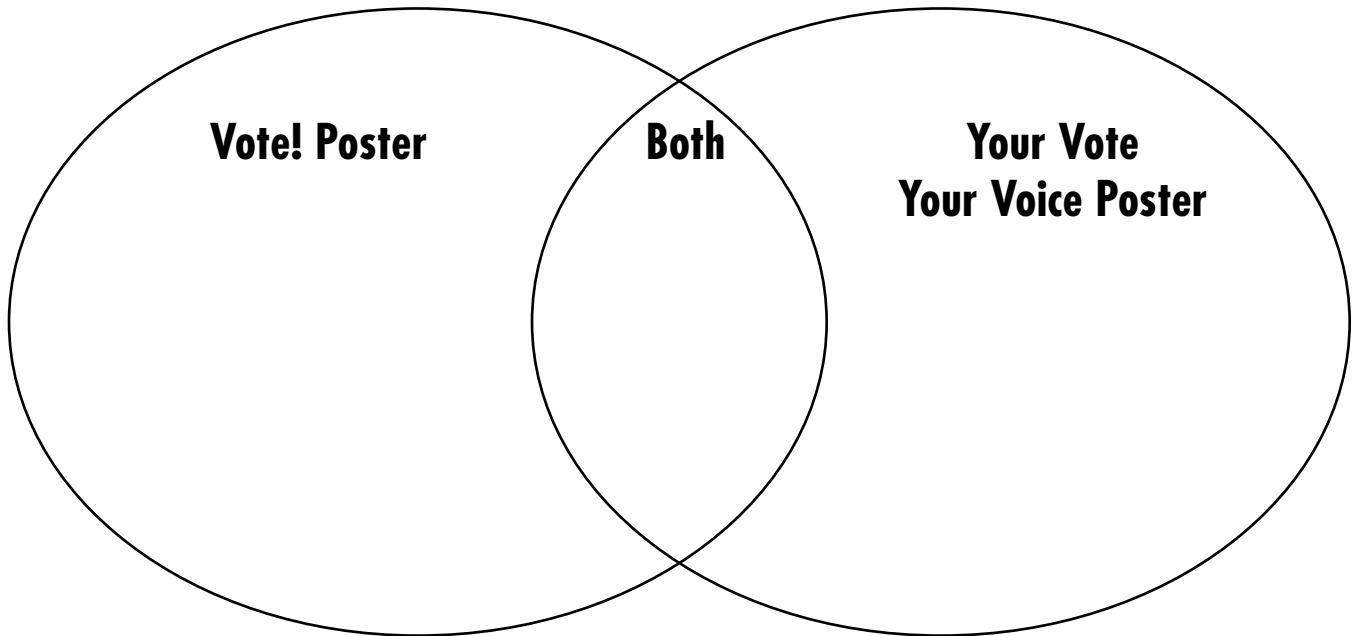
Love,



Name _____ Date _____

Voting Posters

Directions: Look at the posters. Read the sentence. Fill in the Venn diagram.



Sentence Bank

This reminds people that their voices are heard.

This reminds people to vote.

This reminds people that their votes count.

Rule-Making Process



Source: Corbis Documentary/Getty Images

These students vote.



Source: Joseph Sohm/Shutterstock

Citizens vote for their leaders.

Let's Vote!

Rules are important. They help things run well. There are rules in many different places. Schools have rules to keep students safe. A **community** has rules to keep people safe.

Our country has rules. The rules are called **laws**. America is a type of **democracy**. This means that people get to **vote**. Sometimes people vote for laws. This is called a *direct democracy*. Everyone gets a vote. The votes are counted. If a lot of people vote for the rule, it becomes a law. Once a rule becomes a law, people have to follow the law!

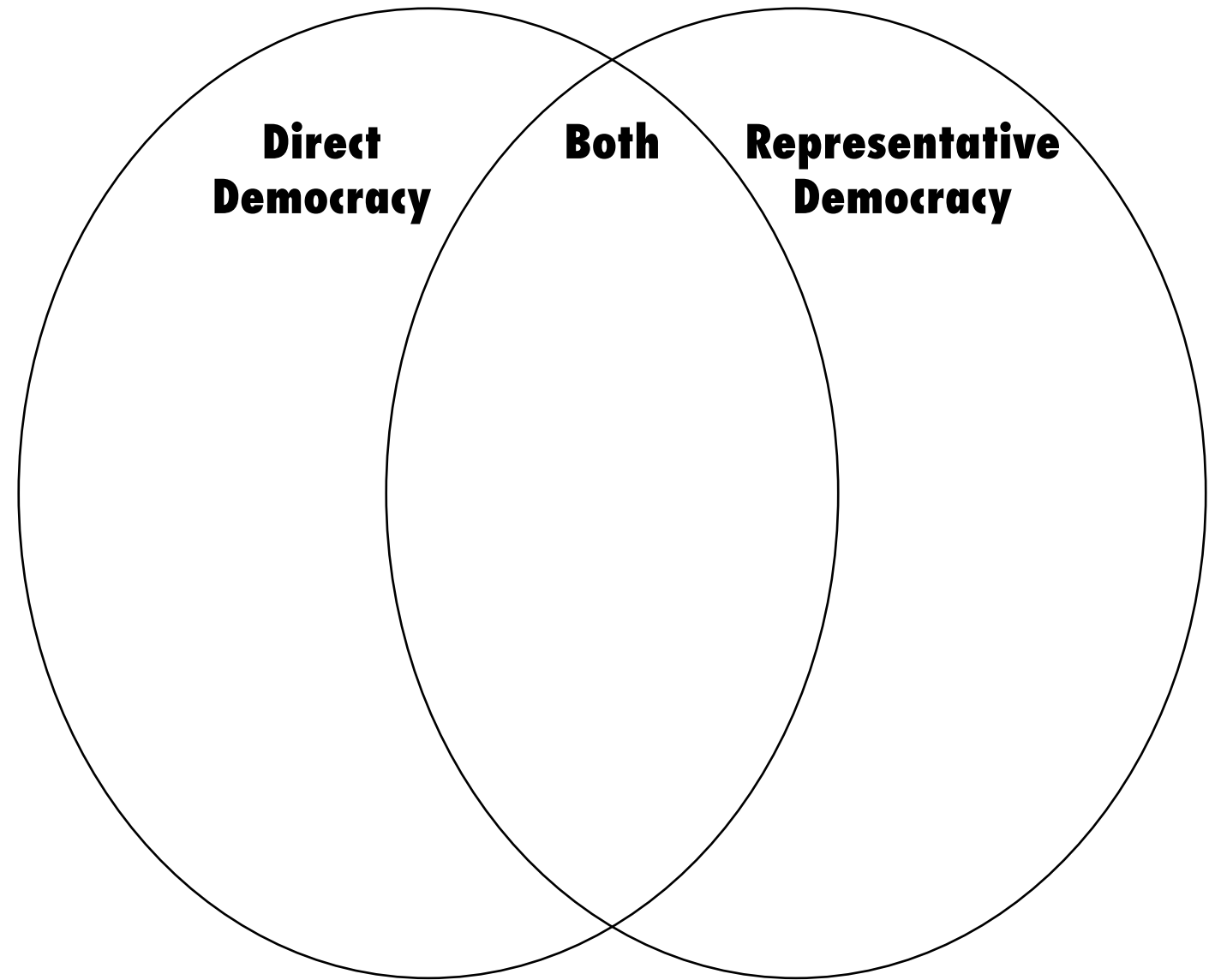
The people cannot vote for every law. It would take too much time. So we vote for people to help us. They are our leaders. They represent us. They help make the laws for our country. This is called a *representative democracy*.

Challenge

Rules are important for everyone to follow. Create a list of rules that you follow at your house. Write or explain to someone why it is important to follow each rule.

How Rules Are Made

Directions: Fill in the Venn diagram.



Sentence Bank

- Everyone gets a vote.
- Leaders vote for the laws.
- People vote for the laws.
- People vote for the leaders.
- People follow the law.
- Laws are made.

STYLE 28

VOTER RECEIPT
GENERAL ELECTION 2004
CLARK COUNTY, NEVADA
NOVEMBER 2, 2004

To vote for a candidate, complete the arrow ← at the right of your choice with a line, like this



IMPORTANT: USE A PEN OR #2 PENCIL
(DO NOT USE RED INK)

VOTER RECEIPT

↑ DETACH HERE ↑
SEPARARE AQUI



OFFICIAL MAIL BALLOT
GENERAL ELECTION 2004
CLARK COUNTY, NEVADA
NOVEMBER 2, 2004

1394

RECIBO DE VOTANTE
ELECCIÓN GENERAL 2004
CONDADO DE CLARK, NEVADA
NOVIEMBRE 2, 2004

Para votar por un candidato, complete la flecha ← a la derecha de su selección con una línea, como esta



IMPORTANTE: USE UNA PLUMA O LÁPIZ NÚM. 2
(NO USE TINTA ROJA)

RECIBO DE VOTANTE

↑ DETACH HERE ↑
SEPARARE AQUI



BOLETA OFICIAL DE CORREO
ELECCIÓN GENERAL 2004
CONDADO DE CLARK, NEVADA
NOVIEMBRE 2, 2004

PARTISAN OFFICES
CARGOS PARTIDISTAS

PRESIDENT/VICE-PRESIDENT
4 YEAR TERM
VOTE FOR ONE
PRESIDENTE/VICEPRESIDENTE
MANDATO DE 4 AÑOS
VOTE POR UNO

Badnarik, Michael LIB ←

Campagna, Richard V. LIB ←

Bush, George W. REP ←

Cheney, Dick REP ←

Cobb, David GRN ←

LaMarche, Patricia GRN ←

Kerry, John F. DEM ←

Edwards, John DEM ←

Nader, Ralph IND ←

Camejo, Peter Miguel IND ←

Peroutka, Michael A. IAP ←

Baldwin, Chuck IAP ←

None of These Candidates
Ninguno de Estos Candidatos

UNITED STATES SENATOR
6 YEAR TERM
VOTE FOR ONE
SENADOR DE LOS ESTADOS UNIDOS
MANDATO DE 6 AÑOS
VOTE POR UNO

Hurst, Thomas L. LIB ←

Marinch, Gary NAT ←

Reid, Harry DEM ←

Schumann, David K. IAP ←

Ziser, Richard REP ←

None of These Candidates
Ninguno de Estos Candidatos

REPRESENTATIVE IN CONGRESS
DISTRICT 3
2 YEAR TERM
VOTE FOR ONE
REPRESENTANTE EN EL CONGRESO
DISTRITO 3
MANDATO DE 2 AÑOS
VOTE POR UNO

Gallagher, Tom DEM ←

O'Dell, Richard Wayne IAP ←

Porter, Jon REP ←

Silvestri, Joseph P. LIB ←

STATE SENATE DISTRICT 5
4 YEAR TERM
VOTE FOR ONE
SENADO ESTATAL DISTRITO 5
MANDATO DE 4 AÑOS
VOTE POR UNO

Fitzpatrick, Richard DEM ←

Hagan, T. Rex LIB ←

Heck, Joe REP ←

STATE ASSEMBLY DISTRICT 22
2 YEAR TERM
VOTE FOR ONE
ASAMBLEA ESTATAL DISTRITO 22
MANDATO DE 2 AÑOS
VOTE POR UNO

Hansen, Joshua IAP ←

Levenson, Caren DEM ←

Sibley, Scott A. REP ←

COUNTY COMMISSION
DISTRICT A
4 YEAR TERM
VOTE FOR ONE
COMISION DEL CONDADO
DISTRITO A
MANDATO DE 4 AÑOS
VOTE POR UNO

Ballard, II, William Boyd IAP ←

Woodbury, Bruce REP ←

NONPARTISAN OFFICES
CARGOS NO PARTIDISTAS

JUSTICE OF THE SUPREME COURT
SEAT A
6 YEAR TERM
VOTE FOR ONE
JUEZ DE LA CORTE SUPREMA
CARGO A
MANDATO DE 6 AÑOS
VOTE POR UNO

Hardesty, Jim NP ←

Steel, Cynthia "Dianne" NP ←

None of These Candidates
Ninguno de Estos Candidatos

JUSTICE OF THE SUPREME COURT
SEAT E
6 YEAR TERM
VOTE FOR ONE
JUEZ DE LA CORTE SUPREMA
CARGO E
MANDATO DE 6 AÑOS
VOTE POR UNO

Mason, John E. NP ←

Parraguirre, Ron NP ←

None of These Candidates
Ninguno de Estos Candidatos

JUSTICE OF THE SUPREME COURT
SEAT F
2 YEAR UNEXPIRED TERM
VOTE FOR ONE
JUEZ DE LA CORTE SUPREMA
CARGO F
MANDATO NO CADUCADO DE 2 AÑOS
VOTE POR UNO

Douglas, Michael L. NP ←

Hansen, Joel Frederick NP ←

None of These Candidates
Ninguno de Estos Candidatos

DISTRICT COURT JUDGE
DEPARTMENT 1
4 YEAR UNEXPIRED TERM
VOTE FOR ONE
JUEZ DE LA CORTE DEL DISTRITO
DEPARTAMENTO 1
MANDATO NO CADUCADO DE 4 AÑOS
VOTE POR UNO

Cory, Ken NP ←

Henderson, Bill NP ←

DISTRICT COURT JUDGE
DEPARTMENT 11
4 YEAR UNEXPIRED TERM
VOTE FOR ONE
JUEZ DE LA CORTE DEL DISTRITO
DEPARTAMENTO 11
MANDATO NO CADUCADO DE 4 AÑOS
VOTE POR UNO

Davidson, Mike NP ←

Gonzalez, Elizabeth "Betsy" NP ←

DISTRICT COURT JUDGE, FAMILY
DIVISION, DEPT. D
6 YEAR TERM
VOTE FOR ONE
JUEZ DE LA CORTE DEL DISTRITO
DIVISION FAMILIAR, DEPT. D
MANDATO DE 6 AÑOS
VOTE POR UNO

Halverson, Elizabeth NP ←

Hardcastle, Gerald W. NP ←

DISTRICT COURT JUDGE, FAMILY
DIVISION, DEPT. E
6 YEAR TERM
VOTE FOR ONE
JUEZ DE LA CORTE DEL DISTRITO
DIVISION FAMILIAR, DEPT. E
MANDATO DE 6 AÑOS
VOTE POR UNO

Lueck, Robert W. NP ←

Pomrenze, Sandra L. NP ←

DISTRICT COURT JUDGE, FAMILY
DIVISION, DEPT. F
6 YEAR TERM
VOTE FOR ONE
JUEZ DE LA CORTE DEL DISTRITO
DIVISION FAMILIAR, DEPT. F
MANDATO DE 6 AÑOS
VOTE POR UNO

Gaston, Bob NP ←

Miley, Stefany Ann NP ←

REGENT, STATE UNIVERSITY
DISTRICT 13
6 YEAR TERM
VOTE FOR ONE
REGENTE, UNIVERSIDAD ESTATAL,
DISTRITO 13
MANDATO DE 6 AÑOS
VOTE POR UNO

Leavitt, James Dean NP ←

Sturman, Gloria J. NP ←

TRUSTEE, CLARK COUNTY SCHOOL
DISTRICT A
4 YEAR TERM
VOTE FOR ONE
ADMINISTRADOR, DISTRITO
ESCOLAR A DEL CONDADO DE
CLARK
MANDATO DE 4 AÑOS
VOTE POR UNO

Farrell, Isaac NP ←

Scow, Mary Beth NP ←

STATE QUESTION NO. 1
PREGUNTA ESTATAL NO. 1
Amendment to the Nevada Constitution
¿Debe reformarse la Constitución de Nevada para exigir que la Legislatura de Nevada financie la operación de las escuelas públicas desde el preescolar hasta el 12º grado antes de financiar cualquier otro proyecto del presupuesto del estado para el próximo bienio?

Enmienda a la Constitución de Nevada
¿Debe reformarse la Constitución de Nevada para exigir que la Legislatura de Nevada financie la operación de las escuelas públicas desde el preescolar hasta el 12º grado antes de financiar cualquier otro proyecto del presupuesto del estado para el próximo bienio?

YES/SI ←

NO/NO ←

STATE QUESTION NO. 2
PREGUNTA ESTATAL NO. 2
Amendment to the Nevada Constitution
Shall the Nevada Constitution be amended to require that the annual per-pupil expenditure for Nevada's public elementary and secondary schools equals or exceeds the national average?

Enmienda a la Constitución de Nevada
¿Debe enmendarse la Constitución de Nevada mediante una estipulación que requiera que el gasto anual por alumno en las escuelas públicas primarias y secundarias del estado de Nevada equivalga o exceda el promedio nacional?

YES/SI ←

NO/NO ←

