

## Chapter Four: Activities Middle School



## Chapter Four: Vocabulary

**Political**—relating to the balance of power in relationships, especially in a group or organization

**Registrar**—somebody who keeps official records

**Election**—the process of choosing somebody or being chosen by vote

**Candidate**—somebody who is being considered for a political office or an official position

**Platform**—the publicly announced policies and promises of a party seeking election, understood as the basis of its actions should it come to power

**Primary**—an election to choose delegates who will represent each political party in the general election

**Runoff**—an election, race or other contest held after an earlier one that produced no clear winner

**General**—an election in which voters pick the office holders

**Write in**—a person who has other voters write his or her name on the ballot for a particular office

**Majority**—the number of votes by which the winning party or group beats the opposition

**Plurality**—receiving more votes than any other candidate

**Amendments**—additions or alterations to the Constitution

**Vacancy**—an office, position or tenancy that is unfilled or unoccupied

**Term**—the length of time that something lasts, with a fixed beginning and end, often a period during which a person holds an appointment or office

**Ballot**—a sheet of paper or computer device used in voting, usually in an electoral system that allows the voter to make choices secretly

## Chapter Four: Notes and Review

1. Citizens of the United States have the right to \_\_\_\_\_ and to hold \_\_\_\_\_.
2. A citizen must be \_\_\_\_\_ years old to be eligible to vote.
3. The person responsible for processing voter registration applications for most counties in Texas is the County \_\_\_\_\_.
4. The way you join a political party is by \_\_\_\_\_ in the particular party's primary election.
5. The four types of elections in Texas are the
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_
  - c. \_\_\_\_\_
  - d. \_\_\_\_\_
6. A majority vote is more than \_\_\_\_\_ of the total votes cast for all candidates.
7. A person who intends to run for county office by participating in the primary election must file an application with the \_\_\_\_\_.
8. All ballots in Texas are printed in both \_\_\_\_\_ and \_\_\_\_\_.
9. A voter can determine his or her polling place by \_\_\_\_\_.

## Chapter Four: Notes and Review Key

1. Citizens of the United States have the right to **vote** and to hold **office**.
2. A citizen must be **18** years old to be eligible to vote.
3. The person responsible for processing voter registration applications for most counties in Texas is the County **Voter Registrar**.
4. The way you join a political party is by **voting** in the particular party's primary election.
5. The four types of elections in Texas are the
  - a. **primary**
  - b. **run-off**
  - c. **general**
  - d. **special**
6. A majority vote is more than **half** of the total votes cast for all candidates.
7. A person who intends to run for county office by participating in the primary election must file an application with the **county party chairman**.
8. All ballots in Texas are printed in both **English** and **Spanish**.
9. A voter can determine his or her polling place by **looking on the voter registration card**.

## Chapter Four: Activity One

**Supplies:** 30 craft sticks coded to identify “voters;” permanent markers in pink, blue and black; cup or basket

**Directions:** These statistics are based on 2006 projections of the Texas population from the U.S. Census Bureau. Teachers may want to update using the latest data.

Label half the sticks with a pink F for female and half with a blue M for male. Using the black marker (on the same sticks), label four sticks with a B for black, one stick with A for Asian, eleven sticks with H for Hispanic and fourteen sticks with W for white. Mix the sticks up and select 15 at random; print a black X on these sticks (the X indicates nonvoters).

Distribute sticks by letting students draw them out of a cup or basket. Explain that the sticks are marked to divide the class into groups representative of the population. Explain what the marks mean so students understand which group they represent. Call out each race and gender, having those students stand up to show what percentage that group represents in the whole state of Texas.

Now have all students stand as you read the following:

“In the early years of our country’s history, only white men could vote. (Have women and minorities sit down.)

“In 1870, the 15th Amendment to the Constitution gave men of all races the right to vote.” (Have minority men stand.) “But in some states, there were literacy requirements, poll taxes and intimidation that still kept minorities from voting.” (Have minority men sit.)

“In 1874, it was argued before the Supreme Court that the 14th Amendment granted women the right to vote.” (Have women stand.) “But the Supreme Court decided that it was not unconstitutional for states to deny women the vote.” (Have women sit.)

“In 1920, with the passage of the 19th Amendment to the Constitution, women finally were granted the right to vote.” (Women stand up.)

“In 1965, the Civil Rights Act declared that no state could deny minorities the right to vote for any reason.” (Have all minorities stand up.)

“Today, almost all adults (over the age of 18) have the right to vote in the United States. But how many people actually do vote? To vote, you must first register. In 2000, 76 percent of the voting age population was registered. And only 67.5 percent of the people who were registered actually voted, or about 51 percent of the whole population.” (Have half the students sit down.)

“Now let’s look at who those voters were in the 2000 election.” (Have everyone sit down. As you direct various groups to stand, have them come forward and form a line facing the class.) “Eighty percent of them were white.” (Have eleven students with “W” on their sticks stand in a line.) “Nine percent of them were Hispanic.” (Have one person with “H” join the line.) “Twelve percent of

voters were African American.” (Have 1 ½ students with “B” join the line—one standing and one kneeling.) Three percent of voters were Asian.” (Have one student with “A” join the line, kneeling.)

“First look at the percentage of the total population that actually voted in 2000. Then look at the percentage of each group that voted.”

Have students discuss their feelings about the activity. Do they feel their ethnic group would receive adequate representation? Have them discuss why they think so few registered voters actually vote. What could be done to improve voter turn-out? What will they do when they are eligible to vote?

## Chapter Four: Activity Two

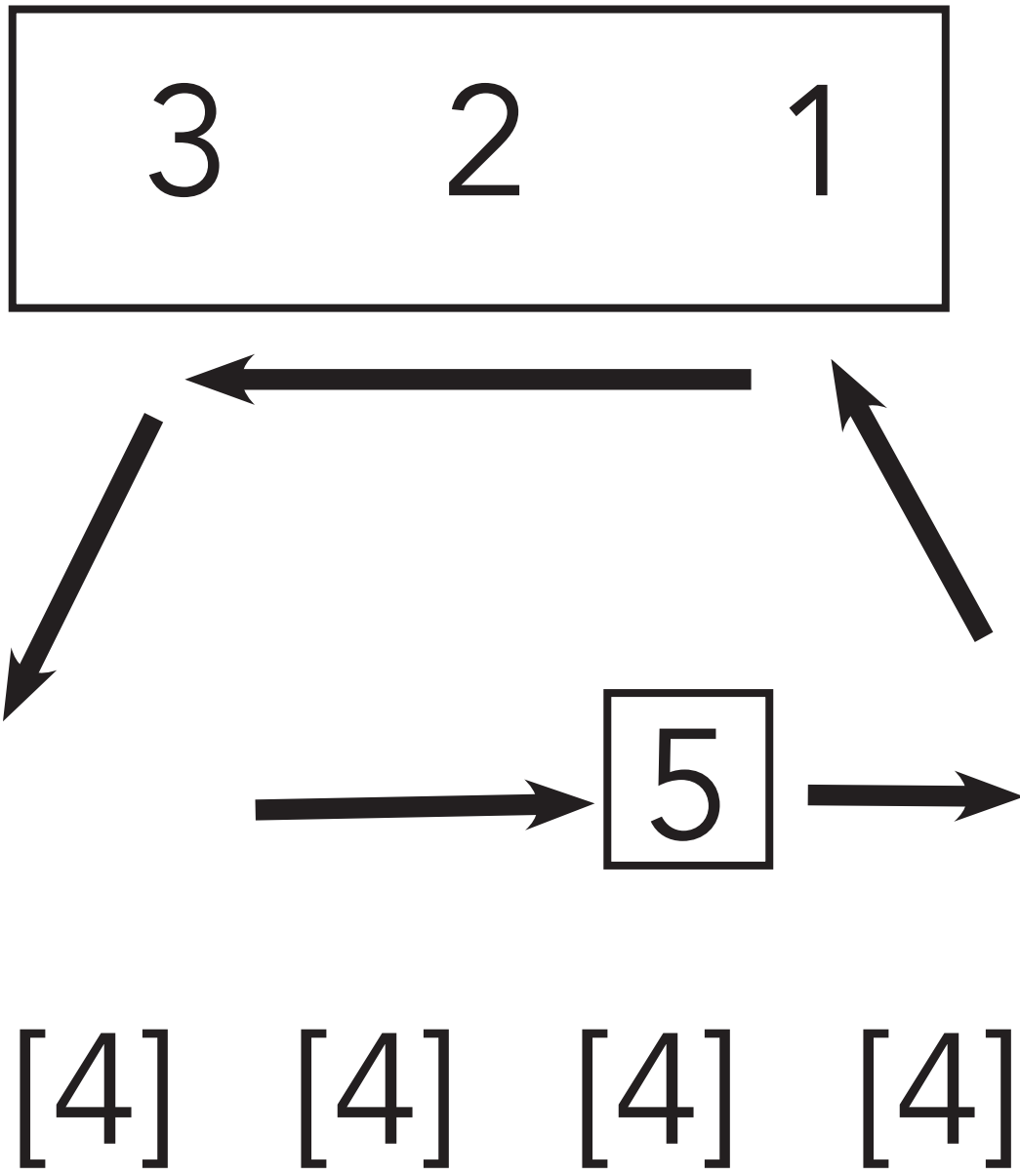
**Supplies:** Ballot box and voting booth, sample ballots, voter registration cards

**Directions:** Hold a mock election to introduce some fun into the learning experience and reinforce the lesson. The procedure is as follows:

1. Appoint an election judge and clerks.
2. Borrow a ballot box and voting booth from the county clerk or elections administrator. Or, construct your own.
3. Secure enough sample ballots for all members of the class to vote, or appoint a committee to prepare a class ballot.
4. Get voter registration cards from the county clerk or print them off from [www.sos.state.tx.us/elections/forms/vr17.pdf](http://www.sos.state.tx.us/elections/forms/vr17.pdf) and let all students practice filling them out and then turning them in to the election judge.
5. Set up the room according to the diagram. The election judge and clerks are responsible for organizing the polling place, conducting the election, and certifying the votes.

### **Steps in the voting process:**

1. The voter enters and presents his or her voter registration certificate to the election judge.
2. The voter moves down to the election clerk and signs the signature roster. The clerk enters the voter's name on poll list.
3. The voter receives a ballot.
4. The voter enters the polling booth and marks his or her ballot.
5. The voter folds the ballot and inserts it in the ballot box.
6. The voter departs the polling place.
7. After everyone has voted, the election clerks count the votes.



Voter enters door at right and follows path indicated by arrows.

- 1-Election Judge
- 2-Clerk
- 3-Clerk
- 4-Voting Booths
- 5-Ballot Box



# SAMPLE BALLOT

(BOLETA DE MUESTRA)

## GENERAL ELECTION

(ELECCION GENERAL)

(CONDADO DE) **BRAZOS COUNTY,**  
**TEXAS**

**NOVEMBER 4, 2008**

(4 DE NOVIEMBRE DE, 2008)

**INSTRUCTION NOTE:** You may cast a straight-party vote (that is, cast a vote for all the nominees of one party). If you cast a straight-party vote for all the nominees of one party and also cast a vote for an opponent of one of the party's nominees, your vote for the opponent will be counted as well as your vote for all the other nominees of the party for which the straight-party vote was cast.

(**NOTA DE INSTRUCCION:** Usted podrá votar por todos los candidatos de un solo partido político ("straight ticket"). Si usted vota por uno de los partidos políticos y también vota por el contrincante de uno de los candidatos de dicho partido político, se contará su voto por el contrincante tanto como su voto por todos los demás candidatos del partido político de su preferencia.)

### President/Vice-President

(Presidente y Vice-Presidente)

<b>JOHN McCAIN / SARAH PALIN</b>	<b>REP</b>
<b>BARACK OBAMA / JOE BIDEN</b>	<b>DEM</b>
<b>BOB BARR / WAYNE A. ROOT</b>	<b>LIB</b>
<b>Write-In (Voto Escrito)</b>	

### United States Senator

(Senador de los Estados Unidos)

<b>JOHN CORNYN</b>	<b>REP</b>
<b>RICHARD J. (RICK) NORIEGA</b>	<b>DEM</b>
<b>YVONNE ADAMS SCHICK</b>	<b>LIB</b>

### United States Representative, District 17

(Representante de los Estados Unidos, Distrito Núm. 17)

<b>ROB CURNOCK</b>	<b>REP</b>
<b>CHET EDWARDS</b>	<b>DEM</b>
<b>GARDNER C. OSBORNE</b>	<b>LIB</b>

### Railroad Commissioner

(Comisionado de Ferrocarriles)

<b>MICHAEL L. WILLIAMS</b>	<b>REP</b>
<b>MARK THOMPSON</b>	<b>DEM</b>
<b>DAVID FLOYD</b>	<b>LIB</b>

### Chief Justice, Supreme Court

(Juez Presidente, Corte Suprema)

<b>WALLACE B. JEFFERSON</b>	<b>REP</b>
<b>JIM JORDAN</b>	<b>DEM</b>
<b>TOM OXFORD</b>	<b>LIB</b>

### Justice, Supreme Court, Place 7

(Juez, Corte Suprema, Lugar Núm. 7)

<b>DALE WAINWRIGHT</b>	<b>REP</b>
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**SAM HOUSTON**  
**DAVID G. SMITH**

**DEM**  
**LIB**

### Justice, Supreme Court, Place 8

(Juez, Corte Suprema, Lugar Núm. 8)

<b>PHIL JOHNSON</b>	<b>REP</b>
<b>LINDA REYNA YAÑEZ</b>	<b>DEM</b>
<b>DREW SHIRLEY</b>	<b>LIB</b>

### Judge, Court of Criminal Appeals, Place 3

(Juez, Corte de Apelaciones Criminales, Lugar Núm.3)

<b>TOM PRICE</b>	<b>REP</b>
<b>SUSAN STRAWN</b>	<b>DEM</b>
<b>MATTHEW E. EILERS</b>	<b>LIB</b>

### Judge, Court of Criminal Appeals, Place 4

(Juez, Corte de Apelaciones Criminales, Lugar Núm.4)

<b>PAUL WOMACK</b>	<b>REP</b>
<b>J.R. MOLINA</b>	<b>DEM</b>
<b>DAVE HOWARD</b>	<b>LIB</b>

### Judge, Court of Criminal Appeals, Place 9

(Juez, Corte de Apelaciones Criminales, Lugar Núm.9)

<b>CATHY COCHRAN</b>	<b>REP</b>
<b>WILLIAM BRYAN STRANGE, III</b>	<b>LIB</b>

### State Representative, District 14

(Representante Estatal, Distrito Núm. 14)

<b>FRED BROWN</b>	<b>REP</b>
<b>RON DARBY</b>	<b>LIB</b>

### State Representative, District 17

(Representante Estatal, Distrito Núm. 17)

<b>TIM KLEINSCHMIDT</b>	<b>REP</b>
<b>DONNIE DIPPEL</b>	<b>DEM</b>
<b>ALAN W. DUESTERHOFT</b>	<b>LIB</b>

### Justice, 10<sup>th</sup> Court of Appeals District

(Juez, Corte de Apelaciones Distrito Núm. 10)

<b>REX DAVIS</b>	<b>REP</b>
<b>RICHARD FERGUSON</b>	<b>DEM</b>

### District Judge, 272nd Judicial District

(Juez del Distrito, Distrito Judicial Núm. 272)

<b>TRAVIS BRYAN III</b>	<b>REP</b>
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### District Attorney, 85<sup>th</sup> Judicial District

(Fiscal del Distrito, Distrito Judicial Núm. 85)

<b>RICK DAVIS</b>	<b>REP</b>
<b>BILL TURNER</b>	<b>DEM</b>

### County Attorney

(Procurador del Condado)

<b>ROD ANDERSON</b>	<b>REP</b>
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### County Sheriff

(Sheriff del Condado)

<b>CHRIS KIRK</b>	<b>REP</b>
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### County Tax Assessor/Collector

(Asesor-Colector de Impuestos del Condado)

<b>KRISTEEN ROE</b>	<b>REP</b>
<b>JOHN ROEMER</b>	<b>LIB</b>

### County Commissioner, Precinct No. 1

(Comisionado del Condado, Precinto Núm.1)

**LLOYD WASSERMANN**

**REP**

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**County Commissioner, Precinct No. 3**

(Comisionado del Condado, Precinto Núm.3)

**KENNY MALLARD**

**REP**

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**SPECIAL ELECTION (ELECCIÓN ESPECIAL)**

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**CITY OF COLLEGE STATION**

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**BOND ELECTION**

*BONO ELECCIÓN*

**Proposition No 1.**

**The issuance of \$48,785,000 tax bonds and notes for street and transportation improvements.**

*PROPOSICIÓN 1*

*La emisión de \$48,785,000 bonos de impuestos y notas para mejoramientos de las calles y transportación.*

**FOR (A FAVOR)**

**AGAINST (EN CONTRA)**

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**Proposition No 2.**

**The issuance of \$8,385,000 tax bonds and notes for library improvements.**

*PROPOSICIÓN 2*

*La emisión de \$8,385,000 bonos de impuestos y notas para mejoramientos de biblioteca.*

**FOR (A FAVOR)**

**AGAINST (EN CONTRA)**

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**Proposition No 3.**

**The issuance of \$6,990,000 tax bonds and notes for fire safety improvements.**

*PROPOSICIÓN 3*

*La emisión de \$6,990,000 bonos de impuestos y notas para mejoramientos de seguridad contra incendios.*

**FOR (A FAVOR)**

**AGAINST (EN CONTRA)**

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**Proposition No 4.**

**The issuance of \$12,790,000 tax bonds and notes for parks or other recreational improvements.**

*PROPOSICIÓN 4*

*La emisión de \$12,790,000 bonos de impuestos y notas para mejoramientos de parques y otras facilidades recreativas.*

**FOR (A FAVOR)**

**AGAINST (EN CONTRA)**

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**Proposition No. 5**

**The issuance of \$7,050,000 tax bonds and notes for constructing and equipping a community center.**

*PROPOSICIÓN 5*

*La emisión de \$7,050,000 bonos de impuestos y notas para la construcción y equipamiento de un centro cívico.*

**FOR (A FAVOR)**

**AGAINST (EN CONTRA)**

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**Proposition No 6.**

**The issuance of \$26,300,000 tax bonds and notes for constructing and equipping a city hall.**

*PROPOSICIÓN 6*

*La emisión de \$26,300,000 bonos de impuestos y notas para la construcción y equipamiento de una casa de ayuntamiento.*

**FOR (A FAVOR)**

**AGAINST (EN CONTRA)**

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**CHARTER AMENDMENT ELECTION**

*CARTA ENMIENDA ELECCIÓN*

**Shall the Charter be amended to provide that city employees may apply and receive housing assistance or other assistance that is offered to other citizens?**

*¿Debe el Fuero ser enmendado para establecer que los empleados de la ciudad pueden aplicar y recibir asistencia de vivienda u otra asistencia que se ofrece a los de más ciudadanos?*

**YES (SÍ)**

**NO (NO)**

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**LEGEND OF PARTY AFFILIATION**

*(Clave de afiliación de partido)*

**Republican = Rep**

*Republicano*

**Democratic = Dem**

*Demorático*

**Libertarian = Lib**

*Libertario*

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# SAMPLE BALLOT

(BOLETA DE MUESTRA)

## CONSTITUTIONAL AMENDMENT ELECTION

(ELECCIÓN DE ENMIENDAS A LA CONSTITUCIÓN)

(CONDADO DE) **BRAZOS COUNTY,**  
**TEXAS**

**NOVEMBER 3, 2009**

(3 DE NOVIEMBRE DE, 2009)

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### INSTRUCTION NOTE:

To vote for your choice in each contest, completely mark the box provided to the left of your choice.

*Nota de Instrucción:*

*Para votar por su selección en cada carrera, marque completamente la caja a la izquierda de su selección.*

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### PROPOSITION 1

The constitutional amendment authorizing the financing, including through tax increment financing, of the acquisition by municipalities and counties of buffer areas or open spaces adjacent to a military installation for the prevention of encroachment or for the construction of roadways, utilities, or other infrastructure to protect or promote the mission of the military installation.

*PROPOSICIÓN 1*

*Enmienda constitucional que autoriza el financiamiento, incluso por tributación incremental, de la adquisición por municipios y condados de zonas de separación o espacios abiertos adyacentes a una instalación militar para prevenir intrusiones o para la construcción de calzadas, servicios públicos, u otras infraestructuras destinadas a proteger o promover la misión de la instalación militar.*

For (A Favor)

Against (En Contra)

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### PROPOSITION 2

The constitutional amendment authorizing the legislature to provide for the ad valorem taxation of a residence homestead solely on the basis of the property's value as a residence homestead.

*PROPOSICIÓN 2*

*Enmienda constitucional que autoriza a la legislatura para disponer la tributación al valor de una residencia familiar con base únicamente en el valor de dicha propiedad como residencia familiar.*

For (A Favor)

Against (En Contra)

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### PROPOSITION 3

The constitutional amendment providing for uniform standards and procedures for the appraisal of property for ad valorem tax purposes.

*PROPOSICIÓN 3*

*Enmienda constitucional que dispone normas y procedimientos uniformes para la tasación de bienes para fines de tributación al valor.*

For (A Favor)

Against (En Contra)

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### PROPOSITION 4

The constitutional amendment establishing the national research university fund to enable emerging research universities in this state to achieve national prominence as major research universities and transferring the balance of the higher education fund to the national research university fund.

*PROPOSICIÓN 4*

*Enmienda constitucional que autoriza el establecimiento del fondo para universidades de investigación a calibre nacional a fin de posibilitar a universidades de investigación recién fundadas en este estado para alcanzar destaque nacional como gran universidades de investigación y lograr que se transfiera el saldo del fondo de estudios superiores al fondo para universidades de investigación a calibre nacional.*

For (A Favor)

Against (En Contra)

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### PROPOSITION 5

The constitutional amendment authorizing the legislature to authorize a single board of equalization for two or more adjoining appraisal entities that elect to provide for consolidated equalizations.

*PROPOSICIÓN 5*

*Enmienda constitucional que permite a la legislatura autorizar una sola junta de igualación para dos o más entidades contiguas de tasación que decidan ofrecer igualaciones consolidadas.*

For (A Favor)

Against (En Contra)

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### PROPOSITION 6

The constitutional amendment authorizing the Veterans' Land Board to issue general obligation bonds in amounts equal to or less than amounts previously authorized.

*PROPOSICIÓN 6*

*Enmienda constitucional que autoriza a la Junta Directiva de Tierras para Veteranos para emitir bonos de obligación*

general cuyo monto sea igual o inferior a sumas anteriormente autorizadas.

- For** (A Favor)  
 **Against** (En Contra)
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#### PROPOSITION 7

**The constitutional amendment to allow an officer or enlisted member of the Texas State Guard or other state militia or military force to hold other civil offices.**

*PROPOSICIÓN 7*

*Enmienda constitucional que permite que un oficial o soldado raso de la Guardia Estatal de Texas u otra fuerza militar o milicia estatal ocupe otros cargos civiles.*

- For** (A Favor)  
 **Against** (En Contra)
- 

#### PROPOSITION 8

**The constitutional amendment authorizing the state to contribute money, property, and other resources for the establishment, maintenance, and operation of veterans hospitals in this state.**

*PROPOSICIÓN 8*

*Enmienda constitucional que autoriza que el estado aporte dinero, bienes y otros recursos al establecimiento, mantenimiento y administración de hospitales de veteranos en este estado.*

- For** (A Favor)  
 **Against** (En Contra)
- 

#### PROPOSITION 9

**The constitutional amendment to protect the right of the public, individually and collectively, to access and use the public beaches bordering the seaward shore of the Gulf of Mexico.**

*PROPOSICIÓN 9*

*Enmienda constitucional a fin de salvaguardar el derecho del público, individual y colectivamente, de tener acceso y uso de las playas públicas contiguas a la orilla marítima del Golfo de México.*

- For** (A Favor)  
 **Against** (En Contra)
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#### PROPOSITION 10

**The constitutional amendment to provide that elected members of the governing boards of emergency services districts may serve terms not to exceed four years.**

*PROPOSICIÓN 10*

*Enmienda constitucional que dispone que los integrantes de las juntas directivas de distritos de servicios de emergencia puedan ocupar periodos que no excedan cuatro años.*

- For** (A Favor)  
 **Against** (En Contra)
- 

#### PROPOSITION 11

**The constitutional amendment to prohibit the taking, damaging, or destroying of private property for public use unless the action is for the ownership, use, and enjoyment of the property by the State, a political subdivision of the State, the public at large, or entities granted the power of eminent domain under law or for the elimination of urban blight on a particular parcel of property, but not for certain economic development or enhancement of tax revenue purposes, and to limit the legislature's authority to grant the power of eminent domain to an entity.**

*PROPOSICIÓN 11*

*Enmienda constitucional que prohíbe la toma de posesión, los daños, o la destrucción de bienes privados destinados al uso público, a menos de que tal acción sirva para la posesión, utilización y usufructo de los bienes por el Estado, por una subdivisión política del Estado, por el público en general, o por entidades a las que se conceda el poder de dominio eminente por ley, o para la eliminación del deterioro urbano de determinada parcela de la propiedad, pero no para fines de desarrollo económico o del aumento de sus ingresos fiscales así como para poner límites a la autoridad de la legislatura para conceder el poder de dominio eminente a alguna entidad.*

- For** (A Favor)  
 **Against** (En Contra)
- 

### SPECIAL ELECTION

(ELECCIÓN ESPECIAL) –

### CITY OF COLLEGE STATION

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#### BOND ELECTION

*BONO ELECCIÓN*

#### Proposition No 1.

**The issuance of \$48,785,000 tax bonds and notes for street and transportation improvements.**

*PROPOSICIÓN 1*

*La emisión de \$48,785,000 bonos de impuestos y notas para mejoramientos de las calles y transportación.*

- For** (A Favor)  
 **Against** (En Contra)
-

## Chapter Four: Activity three

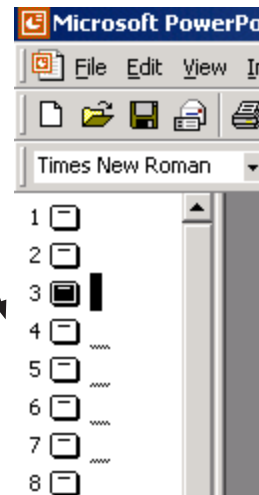
### Directions for creating a Jeopardy game:

Go to <http://teach.fcps.net/trt10/PowerPoint.htm>.

Open the 25 Q&A Jeopardy Template.

Before you begin, save the template with a different name so that you don't replace the template with your new game. To do this, click FILE and then SAVE AS (not save) and rename it from jeopardy template 25.ppt to whatever the topic of this game is.

Click on Slide #4 on the left side of the window.



You will then see the board with the categories and choices.

Click once on the words "Category A."


When you see the text box appear you can highlight that text and type in your replacement.

Do this for each of the category headings.

Then click on Slide #5 and, in the same manner as above, replace that text with the answer that you want to be the 10-point answer for the first category. (Remember, this is jeopardy, so you give the students the answer and have them give the question.)

Listed below are the slide numbers as they match up to the categories so that you can match the answers and questions on the appropriate slides.

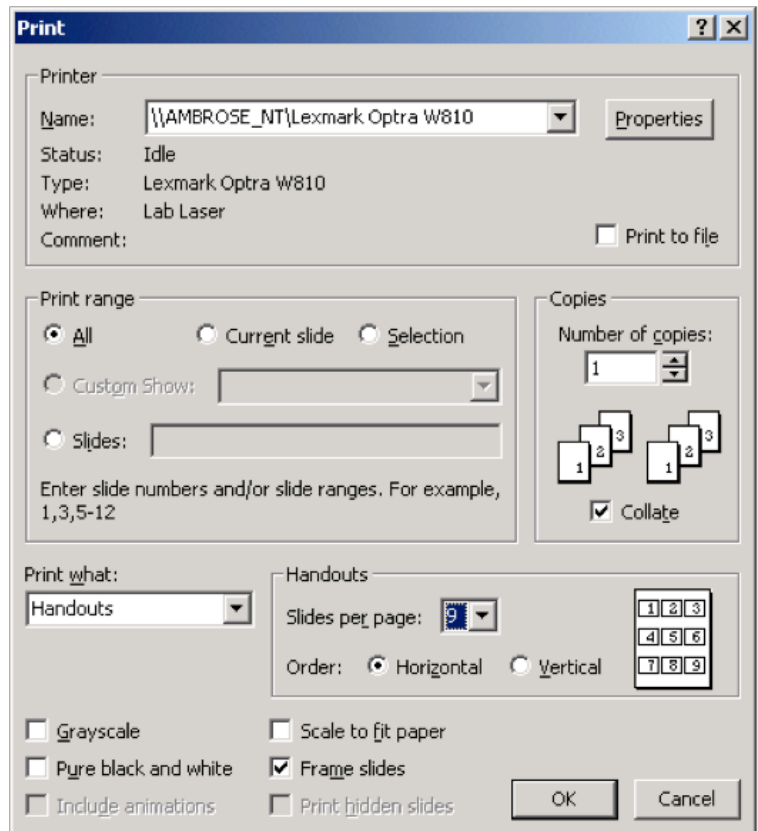
<b>Category</b>	<b>Number of Points</b>	<b>Answer Slide #</b>	<b>Question Slide #</b>
One (1A)	10	5	6
One (2A)	20	7	8
One (3A)	30	9	10
One (4A)	40	11	12
One (5A)	50	13	14
Two (1B)	10	15	16
Two (2B)	20	17	18
Two (3B)	30	19	20
Two (4B)	40	21	22
Two (5B)	50	23	24
Three (1C)	10	25	26
Three (2C)	20	27	28
Three (3C )	30	29	30
Three (4C)	40	31	32
Three (5C)	50	33	34
Four (1D)	10	35	36
Four (2D)	20	37	38
Four (3D)	30	39	40
Four (4D)	40	41	42
Four (5D)	50	43	44
Five (1E)	10	45	46
Five (2E)	20	47	48
Five (3E)	30	49	50
Five (4E)	40	51	52
Five (5E)	50	53	54
Final Jeopardy	Wager	56	57

Be sure to save what you have done. (Since you've already saved it when you began, this time you can just hit the save button  on the toolbar.)

Then go back and play the game yourself (by clicking on "View Show" in the "Slide Show" menu) to make sure that the correct answers and questions are together. **Note: When running the game, to go from the answer slide to the question slide or back to the game board, click somewhere in the blue border of the slide.**

Print out a master copy for you to use as the students are playing the game. An easy way to do this is to select FILE and PRINT. Then when you see this window, at the bottom select Handouts and 9 slides per page. This way you will not be printing 56 slides on individual sheets.

If you have any questions, contact:  
Kim Overstreet  
koverstr@fayette.k12.ky.us



# Chapter Four: Activity Four

**Supplies:** county position cards, index cards, glue, tag board or construction paper, markers or crayons, pens or pencils, bag or basket

**Directions:** Cut apart the position cards and glue each one to an index card. Review the county positions with the students. Have students divide positions into elected and appointed positions. Put appointed position cards aside and place elected position cards in a bag or basket. Ask students if they have seen or heard advertisements for candidates running for local offices. Ask students to describe what the advertisements are trying to accomplish. Ask students to describe how they would decide who to vote for. What would they want to know about a candidate in order to vote for him or her?

Divide the students into small groups. Explain that each group will design a campaign for a candidate running for office. Each group should design a campaign poster and write a 2-minute speech to convince voters to vote for that candidate. Let each group draw for a position. Give the groups a specified amount of time to work on the project. Each group should choose a spokesperson to read the speech. After each group has presented its poster and speech, let the whole group discuss the positive points of each presentation.

Students may use the following rubric to grade their participation.

**As a team member I:**

\_\_\_let my group do all of my work

\_\_\_did not help my group

\_\_\_did not listen to my group' ideas

\_\_\_did not share my ideas

\_\_\_did not help the group solve problems

**As a team member I:**

\_\_\_let my group do some of my work

\_\_\_only helped my group when they asked me

\_\_\_had trouble quietly listening to ideas

\_\_\_shared one idea

\_\_\_waited for my group to solve most problems

**As a team member I:**

\_\_\_did all of my work

\_\_\_helped my group

\_\_\_listened to my group's ideas

\_\_\_shared my ideas

\_\_\_helped my group solve problems



County Judge	County Commissioner
Sheriff	County Tax Assessor-Collector
County Clerk	County Treasurer
District Clerk	County Attorney
Justice of the Peace	Constable
County Auditor	County Engineer