



Objective:
Students learn the requirements to vote, how to register to vote and why you need to register before voting. Students will have the opportunity to cast a mock ballot.

Tell the students that the class will have the opportunity to vote in the Gubernatorial election through the student program Vote 2009. Their votes will not count in the actual election because they are ineligible to vote, but their votes will be a part of a statewide program for 4TH through 6TH grade New Jersey students.

This lesson will require enough copies of the included voter registration form and voting ballot for every student.

Introduction - Day 1:

Start a discussion with your class about why citizens register to vote. Ask the students the following questions:

- Why is registering necessary?
- Who can register?

Explain to your class who can register to vote under current law:

- A native born or naturalized United States citizen who is 18 years old by Election Day and a resident of the State and county at least 30 days before an election.

Explain to your class who cannot register to vote under current law:

- Anyone who has been declared mentally deficient or insane by a court.
- Anyone who is serving a prison sentence, or who is on parole or probation for a charged offense.

Explain to your class that the laws defining who can and cannot vote have changed throughout history:

- Review the Suffrage Timeline (included) to discuss important milestones in expanding suffrage.

Mock Registration - Day 1:

Explain the requirements for the students to register in the mock election:

- They must be a New Jersey resident for at least 30 days.
- They must be a county resident for at least 30 days.
- They must be at least in fourth grade.

Explain the requirement for citizens to re-register:

- Citizen changes name.
- Citizen changes residence.

Explain how and where to register:

Voter Registration Application Forms are available at:

- The Municipal Clerk's Office
- The County Commissioner of Registration
- Division of Elections
- Motor Vehicle Office
- Public Assistance Offices
- Libraries
- Internet
- Completed forms can be mailed to the County Commissioner of Registration for your county

Students should fill out the Mock Voter Registration Application.

Voting - Day 2:

Before the Election Day for your class, create a registration book.

- Copy and cut the student signatures from the Mock Voter Registration Application.
- Paste them into a book leaving a blank space next to the signature for each student.

On the Election Day, ask students to sign their names in the registration book before voting. Once the poll staff person (either teacher or student) confirms the signature to be the same, the student can go to the voting area and fill out the ballot.

After you have tabulated the results, share them with your class.

Lesson Extension A

Explain political parties and political party affiliation to the students.

- When registering to vote, citizens have the option of declaring political party affiliations.
- A political party is an organized group of people with common values and goals, who try to get their candidates elected to office.
- There are two main political parties in New Jersey: the Republican Party and the Democratic Party.
- Citizens affiliated with the same political party typically have the same basic beliefs about government. However, that does not mean they always agree.
- Citizens do not have to vote for a candidate simply because they belong to the same political party.
- Citizens can change their party affiliation at any time.

Lesson Extension B

Define an unaffiliated voter and explain why some citizens choose to be unaffiliated.

- An unaffiliated voter is a term used to describe citizens who register to vote, but do not wish to be associated with any political party.
- Other terms used to describe unaffiliated voter include independent and undeclared.
- Citizens may choose to be unaffiliated because they do not wish to be affiliated with one of the two major political parties, they wish to be affiliated with a third political party that is not listed on voter registration cards, or they wish to keep their preferred party private.

Lesson Extension C

Define a general election and primary election, and how political affiliation affects each type of election.

- A primary election is an election where the members of the same political party run against each other. The winner runs in the general election against candidates from other political parties.
- Registered Democrats and Republicans can only vote for their own party in the primary. A newly registered voter or a voter who has never voted in a primary election can affiliate with a political party on the day of the primary. Unaffiliated voters may also decide which party to vote for at the poll.
- If a declared voter wishes to change party affiliation, he or she must file a declaration form 50 days before the primary election, in order to vote in the primary election.
- A citizen does not need to be affiliated with a political party to vote in a general election. In addition, voters affiliated to a political party do not have to vote for the party candidate.

Lesson Extension D

Ask the students to ask five people who are eligible to vote the following questions:

- Are you registered to vote?
- If not, why?
- If yes, do you plan to vote in the upcoming Gubernatorial and General Assembly election?
Ask the student to tabulate and analyze their results.
- What percentage of the eligible voters was registered?
- What percentage of the eligible voters planned on voting?
- Why might an eligible citizen not register to vote? Why might a registered voter not vote?

Lesson Extension E

After the mock elections, ask the students the following results:

- Do the mock election results match the real election results?

SUFFRAGE TIMELINE

1600s-1700s	The Constitution of New Jersey allowed only white males who owned land and/or paid taxes to vote. In most colonies, laws no longer existed that required religious test to permit someone to vote. Voting rules in each of the colonies, and later states, were different because they each had the power to make their own laws.
1775-1781	States lowered land-owning rules for voting. Before 1775, five states already said that any taxpaying white male could vote.
1780s-1807	Some female and black citizens voted in New Jersey after the state constitution defined voters as all "free inhabitants" meeting certain property requirements. In 1807, New Jersey took the vote away from both female and black citizens.
1821	All states eliminated land-owning rules and most taxpaying rules.
1848	Lucretia Mott and Elizabeth Cady Stanton called the Seneca Falls Convention to state that "all men and women are equal." After the Civil War, women's groups focused on women's suffrage.
1860	Every southern state now allowed all white males to vote.
1867	Congress gave the right to vote to black citizens in the District of Columbia and U.S. territories.
1870	State Legislatures ratified the Fifteenth Amendment, stating that no person could be denied the right to vote based on their race or color, or if they had been a slave.
1890	In increasing numbers, southern states placed obstacles to prevent black citizens from voting, including poll taxes, literacy tests and residency requirement.
1913	On the day before Woodrow Wilson became president, Alice Paul led a march in Washington to promote an amendment giving women the right to vote.
1920	State Legislatures ratified the Nineteenth Amendment, giving women the right to vote.
1957	Utah became the last state to end practices, similar to those used against black citizens, that denied Native Americans the right to vote.
1964	President Johnson signed the Civil Rights Act that barred unequal application of voter registration requirements. It didn't eliminate literacy tests for voting, which were one of the main methods used to exclude black voters in the South. State Legislatures ratified the Twenty-fourth Amendment, banning poll taxes in federal elections.
1965	President Johnson signed the Voting Rights Act, designed to make sure all had the right to vote, as stated by the Fifteenth Amendment. The Act banned literacy tests, poll taxes and other obstacles designed to keep people from voting. Martin Luther King, Jr. announced a drive to register 3 million black voters in the south.
1971	State Legislatures ratified the Twenty-sixth Amendment, giving 18 year olds the right to vote. Previously the voting age was 21

Qualifications of an Eligible Applicant

You must be,
by the date of the
next election,
at least in fourth
grade and a resident
of New Jersey and
your county for
at least 30 days.



State of New Jersey

County Commissioner of Registration

Mock Voter Registration Application

Check one:

1

- New Registration
- Address Change
- Name Change

2

Last Name First Name Middle Initial

3

Street Address Where You Live Apt. #

4

City or Town County Zip Code

5

Address where you get your mail (if different than above)

6

Date of Birth – Month, Day, Year

7

Telephone Number
(optional)

8

Declaration – I swear or affirm that:

- I live at the above address.
- I will be at least in fourth grade on or before the next election.
- I have lived in New Jersey for at least 30 days.
- I have lived in my county for at least 30 days.

Signature

Date



Mock Voting Ballot

State Election, Tuesday, November 3, 2009

Instructions for Voting

1. Place an "X" in the box next to the candidates of your choice.
2. If you wish to cast a write-in vote, go to the PERSONAL CHOICE column and enter the name of the person of your choice.
3. After all selections have been made, fold your ballot in half and submit it to your teacher.

OFFICE TITLE	NOMINATED BY PARTY	PERSONAL CHOICE (WRITE IN)
GOVERNOR (CHOOSE ONE)	DEMOCRAT JON CORZINE <input type="checkbox"/>	
	REPUBLICAN CHRISTOPHER CHRISTIE <input type="checkbox"/>	
	INDEPENDENT CHRISTOPHER DAGGETT <input type="checkbox"/>	
FOR GENERAL ASSEMBLY (CHOOSE TWO)	DEMOCRAT <input type="checkbox"/>	
	DEMOCRAT <input type="checkbox"/>	
	REPUBLICAN <input type="checkbox"/>	
	REPUBLICAN <input type="checkbox"/>	



Objective:
Students learn about the responsibility of being a citizen in a representative democracy and the different ways to participate in civic life.

Ask students the following questions:

1. What is a representative democracy?
 - a. See Lesson Plan: Representative Democracy
2. Why is it important for citizens to participate in State Government?
 - a. The men and women who represent the citizens need to hear from the public in order to consider their ideas when making decisions about the state. Representative Democracies work best when citizens participate.
3. What are some of the ways citizens can participate in their State Government?
 - a. Keep a list of your students' suggestions. When the students are finished, share with them any ideas not mentioned from the following list.
 - Vote in local, state, or national elections.
 - Increase public awareness by wearing a button or putting a sticker on your car.
 - Call, e-mail, or write a letter to an elected official.
 - Contribute money to a political party or candidate.
 - Join a group that shares similar opinions and ideas as yourself.
 - Campaign for a candidate.
 - Show support for a cause, political party, or candidate by signing a petition.
 - Show support for a cause, political party, or candidate by gathering at a public event or rally.
 - Testify at a public hearing.
 - Serve as a juror.
 - Run for public office.
 - Serve the state through service in the National Guard.

Divide the class into small groups. Each group should answer the following questions and complete the described tasks. Afterwards allow the groups to share their responses with the class.

1. What are the advantages of the different ways of participation? What are the disadvantages?
2. Rank the class' list in order from the most important to the least important. Write 2 sentences why your group selected the activity as the most important.
3. Circle the forms of participation in which citizens your age can participate.

Lesson Extension A

Ask the students to interview an adult at home or in school, and focus on the following questions:

- How do you participate in State Government? Why do you participate in State Government? What is the most important way you participate in State Government?

Let the students share and discuss the results of their interviews. Ask the students the following questions:

- How does the list created from your interviews differ from the list the class created?
- What did the adults you interviewed feel were the most important ways to participate in State Government?

Lesson Extension B

Ask the students the following questions:

“Why would a citizen write a letter to their legislator?”

After compiling a list of student suggestions, share items on the list below that were not mentioned:

- To express an opinion
- It is your duty as a citizen to communicate with legislators
- To ask a question
- To ask your legislator to vote a certain way
- To make a complaint
- To say thank you
- To point out a problem that needs to be solved
- To ask for help
- To share an idea for a law

Ask the students - individually or in groups - to write a letter to one of their State legislators. A sample format has been included to guide the students. Students can visit the New Jersey Legislature's website at www.njleg.state.nj.us to find out who their legislators are and how to contact them.

Sample Format for Writing a Letter to Your Legislator

Your Street
Home City, NJ 00000
Today's Date

Honorable Jane Doe
Legislator's Street
Legislator's Town, NJ 00000

Dear Assemblywoman Doe:

One way to tell your representatives what you think is to write them a letter.

In the body of your letter, you can express your thoughts and opinions about what the government does. You can ask your representative to vote in favor or against a bill. You can even describe an idea for a new law that you may have or ask the legislator what their position is on a pending bill.

Remember, legislators work for you, the citizens. Their job is to represent you and your community.

Good luck writing your own letter!

Sincerely,

(Your Signature)

(Your name printed or typed)



Objective:

Students explore how citizens decide to vote.

Students research:

- (1.) the major candidates' positions on important issues and*
- (2.) the major candidates' leadership qualities.*

Ask your students the following questions:

- How do citizens decide to vote in an election?
- Are these factors the same for all citizens?

Candidates can be judged in many ways. The two most common being the positions they take on issues and the leadership qualities they would bring to the office. Both play a role in deciding who to vote for in an election. Before voting, it is important to decide the issues you care about and the qualities you want in a leader. Then, you need to research the candidates to see who fits your priorities best.

Part 1: Issues

Explain to your students that informed voters examine the issues. Candidates will take a position on each issue and voters will evaluate these positions to make their decision. Voters will put more weight on the issues that are important to them. Often candidates and voters do not agree exactly on the issues so voters must decide which of the issues are most important to them.

Lead a class brainstorming session to generate a list of issues that students think are important in New Jersey. This list will likely include:

- The Economy
- Education
- The Environment
- Healthcare
- Housing
- Taxes

Answer any questions about the basic details of each issue. Ask the students to explain which issue is most important to them.

Explain to the students that to help them decide who to vote for, they need to find out each of the primary candidates' position on these important issues. Ask the students, where do voters gather information about candidates?

- Websites
- Newspapers
- Radio

- Television
- Friend and family opinions

Divide the class into groups. Give each group an issue to research. The students should create a poster showing each of the major candidates' position on the issue. Tell the students to use a variety of resources. A list of online sources is included with this lesson plan. Local newspapers can be used to supplement these online resources. Encourage the students to decorate the poster with images that help explain the issue. Display the posters up until Election Day.

Part 2: Leadership

A leader is a person who can guide or direct others. As head of the Executive Branch, the Governor needs to be a leader. However, multiple qualities can contribute to an individual's ability to be a leader. And individuals do not necessarily need to possess each quality to be a leader.

Ask your students: What are some of the qualities of being a leader?

- honesty
- dedication
- creativity
- experience
- fairness
- intelligence
- confidence

Ask the students to explain which qualities are most important for a governor to possess.

Distribute copies of each of the major candidates' biographies which can be accessed from each of the candidates' web pages. Read the biographies aloud and answer any questions generated from the information. Afterwards, have the students read the biographies silently. While they are reading, ask them to circle information that demonstrates a quality of leadership. Above the circle, list the quality that the information describes. Allow students to share what qualities of leadership they believe each candidate to possess and why.

Lesson Extension A:

Ask the students to pick an issue and write a brief paragraph describing what makes that issue important to them. Afterwards, allow the students to design a sticker that expresses their views about the issue. Students can create the stickers using basic letter or CD labels, crayons, markers, and pencils. (See the lesson plan on Citizen Participation to explore other ways citizens can get involved in State Government.) Encourage students to wear their sticker up until the election.

Lesson Extension B:

Ask the students to write an essay sharing two leadership qualities they possess that make them a good leader.

Lesson Extension C:

Ask your students to watch the Gubernatorial Debates. Tell your students to select one issue prior to the debates. During the debates, ask your students to list each of the three candidates' positions on their selected issue. Also, ask your students to write down one leadership quality each of the candidates demonstrates during the debate. Discuss the results with your class the following day.

Decisions, Decisions: Online Resources

*The Office of Legislative Services is not responsible for the content of the sources listed below. Teachers are **STRONGLY ADVISED** to preview sources to determine if the material is appropriate for students.*

Candidate Websites:

Democratic Candidate Governor Jon Corzine (www.joncorzine09.com/)

Republican Candidate Christopher Christie (www.christiefornj.com/)

Independent Candidate Christopher Daggett (www.daggettforgovernor.com/wordpress)

Nonpartisan Organization Websites:

New Jersey Voter Information (www.njvoterinfo.org)

New Jersey Voter Information is a non-profit, non-partisan website about elections and public affairs issues affecting New Jersey. It is published by the Eagleton Institute of Politics at Rutgers, the State University of New Jersey, and pursues the mission of the Institute to encourage participation in and understanding of the political and electoral process.

The League of Women Voters of New Jersey (www.lwvnj.org)

The League of Women Voters of New Jersey is a nonprofit, nonpartisan organization whose purpose is to promote political responsibility through informed and active participation in government

Project Vote Smart (www.vote-smart.org)

Project Vote Smart is a non-partisan research center dedicated to gathering and publishing background information and records of thousands of political candidates and elected officials to reveal their voting records, campaign contributions, public statements, and biographical data.

Television Networks (check website for local news programming):

CNN Interactive (www.cnn.com)

NJN (www.njn.net)

WZBN25 (www.wzbn.com)

Newspapers:

Asbury Park Press (www.app.com)

Atlantic City Press (www.pressofatlanticcity.com/index.html)

Associated Press (www.ap.org)

Burlington County Times (www.phillyburbs.com)

The Courier News (www.mycentraljersey.com)

Courier Post (www.courierpostonline.com)

The Daily Journal (www.thedailyjournal.com)

Daily Record (Morris County) (www.dailyrecord.com)

Express Times (www.lehighvalleylive.com)

Gloucester County Times (www.nj.com/gloucester)

The Herald News (www.northjersey.com)

Home News and Tribune (www.mycentraljersey.com)

The Jersey Journal (www.nj.com/jjournal)

The New Jersey Herald (www.njherald.com)

The New York Times (www.nytimes.com/yr/mo/day/index.html)

Philadelphia Inquirer (www.philly.com/inquirer)

Princeton Packet (centraljersey.com)

The Record (www.northjersey.com)

The Star Ledger (www.nj.com/starledger)

Today's Sunbeam (www.nj.com/sunbeam)

Trenton Times (www.nj.com/times)

The Trentonian (www.trentonian.com)

USA Today (www.usatoday.com)

Washington Post (www.washingtonpost.com)



Objective:
Students explore different types of government and understand why New Jersey and our country operate as a representative democracy.

Part 1:

Explain to your students that they are going to experience 3 different imaginary scenarios for choosing lunch. Ask your students to pay close attention to each experience. On the chalk board make three columns. Label each column: 1, 2, 3.

Scenario 1 (Authoritarian):

Tell your students to imagine that there are three options for lunch; for example, pizza, hamburgers, and fried chicken. However, because you are the teacher, you have the power to choose and you choose X.

Ask your students for words that describe this scenario. Write those words in column 1.

Scenario 2 (Direct Democracy):

Offer your students the same three options for lunch. Explain that this time the entire class must vote to select only one option. Ask students to raise their hands for the option they would like to eat. The most votes wins.

Ask your students for words that describe this scenario. Write those words in column 2.

Scenario 3 (Representative Democracy):

Ask the students who would like to represent the class in this decision to select lunch. Pick four candidates from the pool of volunteers. Have an election amongst the class for the candidate they would like to represent them. Once the winner is selected ask the winner to listen to several members of the class explain which option they believe is best for the class. Once several students have spoken, ask the representative to make the lunch selection and explain why that was their decision.

Ask your students for words that describe this scenario. Write those words in column 3.

Ask your students which process did they prefer? Why?

Part 2:

Explain that each scenario represented a different type of government. A *government* is the authority or power ruling on behalf of a people.

Scenario 1 represents an *authoritarian government* in which one person or a small group of people rules the people by force. The teacher held the power in this scenario. Write "authoritarian" over column 1.

Scenario 2 represents a *direct democratic government* in which all voters in a community meet in one place to make laws and decide actions. The students held the power in this scenario. Write "direct democracy" over column 2.

Scenario 3 represents how our government operates in New Jersey and in our country. It is called a *representative democracy*. Write "representative democracy" over column 3. Share with your students that in a representative democracy:

- The people hold the power.
- The people give that power to leaders by electing them to represent them.
- The leaders are responsible for helping all people.

Ask the class:

- Why do you think that the founding fathers of our nation decided to create a representative democracy?
 - Colonists fought the Revolutionary War because they felt they were not being represented in decisions made by the British Government. The founding fathers wanted a government in which the people felt represented.
 - The founders believed it was fair. If the citizens do not agree with the choices their representatives are making, they can elect new representatives in the next election.
- What are the benefits of a representative democracy?
 - Everyone has a voice.
 - Laws are made to help everyone.
 - There is a process for making changes in representation.

Lesson Extension A:

Complete a list of the different men and women that represent you and your students.

- Federal Government:
 - President Barack Obama
 - Senator Frank Lautenberg and Senator Robert Menendez
 - Representatives (visit the House of Representatives web page at www.house.gov)
- State:
 - Governor Jon S. Corzine
 - Senator (visit the New Jersey Legislative web page at www.njleg.state.nj.us)
 - General Assembly Member (visit the New Jersey Legislative web page at www.njleg.state.nj.us)
- County (visit your county web site):
 - Sheriff
 - Clerk
 - Freeholders
 - Surrogate
 - Register of deeds and mortgages (not all counties)
- Local (visit your local town or municipality web site):
 - Mayor
 - Members of the local policy-making body (council, committee, commission or board of trustees)
 - School Board Members



Objective:
Students learn about the role of the Lieutenant Governor and discuss the reasons for establishing the position.

Draw a circle and label the circle "Governor." Ask the students, what are some of the responsibilities of the Governor? Write these responsibilities within the circle.

- signs bills into law or vetoes bills
- recommends laws
- appoints cabinet members and the justices of the Supreme Court
- calls the Legislature into special session
- grants pardons
- calls in the National Guard

Explain to your students that the Governor is the head of the executive branch, the branch that enacts the laws. Until the November 2009 election, the Governor is the only elected New Jersey official voted into office by ALL eligible New Jersey voters. Discuss how the decisions of the Governor affect New Jersey citizens.

Draw a second circle adjacent to the "Governor" circle. Label the circle "Senate President." Ask the students, what are some of the responsibilities of the Senate President? Write these responsibilities within the circle.

- schedules meetings for the Senate
- determines which bills will be considered within the Senate
- decides which committees will review which bills
- leads the legislative sessions
- decides who speaks within a legislative session
- represents the citizens of the legislative district he or she represents

Explain to your students that the Senate President is a member of the legislative branch, the branch that makes the laws. The citizens of the Senate President's legislative district elect him or her into the Senate. Once in the Senate, the other members of the Senate elect the Senate President into office. Discuss how the decisions of the Senate President affect New Jersey citizens.

Ask the students: What happens if the Governor can not perform his or her job? Explain to the class that until the 2009 election, according to the New Jersey Constitution, the Senate President was next in line to take over the Governor's responsibilities if he or she was unable to perform the job due to resignation, illness, or death. In this situation, the Senate President

would become Acting Governor and simultaneously be Senate President and Governor of the State. Circle both the "Governor" circle and the "Senate President" circle and write the words "Acting Governor" above it. Discuss with your students the benefits and disadvantages of this system.

In 2005 New Jersey citizens voted to amend the New Jersey State Constitution to create the position of Lieutenant Governor, who will serve as Governor instead of the Senate President if the elected Governor becomes unable to perform his or her job. Here are some of the reasons citizens argued that the system needed to be changed:

- Non-representative Replacement - The voters in only one of the forty legislative districts statewide elect the legislator who is chosen by the members of the New Jersey Senate to be the Senate President. The Senate President is not elected by voters statewide to be a potential gubernatorial successor.
- Separation of Powers - Having the Senate President assume the role of Acting Governor prevents the separation of powers of the executive and legislative branches.
- Political Party Differences - There is no guarantee that the Senate President will follow the legislative platform of the governor he or she is replacing. As the Senate President may not even be from the same party, the Acting Governor's policies might be in conflict with those of the preceding governor.

Explain to your students that in the 2009 election, all eligible New Jersey citizens will jointly vote for the Lieutenant Governor and the Governor by casting a single vote for both offices. Candidates for Governor select the candidates for Lieutenant Governor after the primary election. Erase the large "Acting Governor" circle, but not the smaller circles inside. Add a 3RD small circle and label it "Lieutenant Governor."

Ask the students to describe the Lieutenant Governor's primary job:

- To serve as Acting Governor in the event that the Governor is out of state, is unable to perform his or her duties, or is impeached.

Write this in the "Lieutenant Governor" circle. Explain to your students that the newly elected Governor can also appoint the Lieutenant Governor to serve as head of a principal department or other executive or administrative agency of State government (The only position the Lieutenant Governor cannot fill is Attorney General.). Write this in the "Lieutenant Governor" circle. Ask your students, why might it be important for the Lieutenant Governor to hold other responsibilities in addition to Acting Governor?

Remind your students of the concerns of using the Senate President as Acting Governor. Discuss if any of those same concerns exist with the new Lieutenant Governor position. Encourage your students to list any new concerns with the new Lieutenant Governor position.

Lesson Extension A

Ask each student to pick one state and research how that state handles situations when the Governor becomes unable to perform his or her duties. Have the students share their research with the class. What percentage of states have a Lieutenant Governor position?

Lesson Extension B

Make copies of the New Jersey Constitution from the Legislative webpage (www.njleg.state.nj.us/lawsconstitution/constitution.asp). Read the portions (Article 5 Executive; Section 1) of the Constitution that explains the new Lieutenant Governor position.

Lesson Extension C

Ask your students to watch the Lieutenant Governor debates. After the debate, discuss with your students how much the candidates' responses will influence who they vote for in the election. Also, question how much impact your students think the candidates for Lieutenant Governor will affect the results of the election.



Governor Jon S. Corzine - Incumbent

Lieutenant Governor: Senator Loretta Weinberg

Party: Democrat

www.joncorzine09.com

Christopher Christie

Lieutenant Governor: Sheriff Kim Guadagno

Party: Republican

www.christiefornj.com

Christopher Dagget

Lieutenant Governor: Dr. Frank Esposito

Party: Independent for New Jersey

daggettforgovernor.com

Jason Cullen

Lieutenant Governor: Gloria Leustek

Party: People Not Politics

www.votecullen.com

Kenneth Kaplan

Lieutenant Governor: John Paff

Party: Libertarian Party

kaplanforgovernor.com

Joshua Leinsdorf

Lieutenant Governor: Unknown

Party: Fair Election Party

www.leinsdorf.com

Alvin Lindsay, Jr.

Lieutenant Governor: Eugene Harley

Party: Lindsay for Governor

David R. Meiswinkle

Lieutenant Governor: Noelani Musicaro

Party: Middle Class Empowerment

Gregory Pason

Lieutenant Governor: Costantino Rozzo

Party: Socialist Party USA

Kostas Petris

Lieutenant Governor: August Petris

Party: For the People

kostaspetris.com

Gary T. Steele

Lieutenant Governor: Nancy A. Pennella

Party: Leadership, Independence, Vision

www.garytsteeleforgovernor.com

Gary Stein

Lieutenant Governor: Cynthia Stein

Party: Independent



Governor Jon S. Corzine

Born: January 1, 1947

Birth Place: Willey's Station, Illinois

Home City: Hoboken, New Jersey

Education: Masters, Business Administration, University of Chicago, 1973; BA, University of Illinois at Urbana-Champaign, 1969

Professional Experience: Chair/Chief Executive Officer, Goldman Sachs and Company and Affiliated Entities, 1994-1999; General Partner, Goldman Sachs and Company and Affiliated Entities, 1980-1994; Trader, Goldman Sachs and Company and Affiliated Entities, 1975-1980; Banker, Bank Ohio, 1973-1975; Sergeant, United States Marine Corps Reserves, 1969-1975; Portfolio Analyst, Continental Illinois National Bank

Political Experience: Governor, State of New Jersey, 2006-present; Senator, United States Senate, 2000-2006

For a complete biography, please visit: www.joncorzine09.com



Christopher Christie

Birth Date: September 6, 1962

Birthplace: Newark, New Jersey

Home City: Mendham, New Jersey

Education: JD, Seton Hall University School of Law, 1987; BA, Political Science, University of Delaware, 1984

Professional Experience: United States Attorney, District of New Jersey, 2002-2008; Attorney/Partner, Dughi, Hewit and Palatucci

Political Experience: New Jersey Campaign Counsel, Bush for President Campaign, 2000; Director of the Board of Freeholders, Morris County, 1997; Freeholder, Morris County, 1995-1997

For a complete biography, please visit: www.christiefornj.com



Christopher Daggett

Birth Date: March 7, 1950

Birthplace: Orange, New Jersey

Home City: Basking Ridge, New Jersey

Education: Ed.D., Education, University of Massachusetts; BA, University of North Carolina

Professional Experience: Consultant, J.M. Sorge Incorporated, 1999-Present; Partner, William E. Simon and Sons, Morristown, 1989 - 1999; State Commissioner, Department of Environmental Protection, Kean Administration, 1988-1989; Deputy Chief of Staff, Tom Kean, 1981

Political Experience: Appointed Regional Administrator, United States Environmental Protection Agency, 1984; Volunteer, Tom Kean, Campaign for Governor, 1980-1981; Public Affairs Consultant, Senator Ray Bateman, Campaign for Governor, 1977-1980

For a complete biography, please visit: daggettforgovernor.com



At the time of publication, the following were candidates for the General Assembly. Information may have changed since publication. For the most up-to-date information, please visit: www.njvoterinfo.org/2009election/2009ndexassembly2

Legislative District 1:

Nelson Albano (D) *
Matthew Milam (D) *
Michael J. Donohue (R)
John A. McCann (R)

Legislative District 2:

John F. Amodeo (R) *
Vince J. Polistina (R) *
Reginald Floyd (D)
Jimmy Martinez (D)

Legislative District 3:

John J. Burzichelli (D) *
Celeste M. Riley (D) *
Robert Villare (R)
Lee Lucas (R)

Legislative District 4:

Paul Moriarty (D) *
William Collins (D)
Eugene E. T. Lawrence (R)
Domenick DiCicco (R)

Legislative District 5:

Joseph Roberts (D) *
Angel Fuentes (D)
Brian Kluchnick (R)
Stephanie Velez-Gentry (R)

Legislative District 6:

Louis D. Greenwald (D) *
Pamela R. Lampitt (D) *
Brian Greenberg (R)
Scott DeCristofaro (R)

Legislative District 7:

Herb Conaway (D) *
Jack Conners (D) *
Leah J. Arter (R)
Harry Adams (R)

Legislative District 8:

Dawn Marie Addiego (R) *
Scott Rudder (R) *
Bill Brown (D)
Debbie Sarcone (D)

Legislative District 9:

Brian E. Rumpf (R) *
DiAnne Gove (R)
Richard P. Visotcky (D)
Robert E. Rue (D)

Legislative District 10:

David W. Wolfe (R) *
Jim Holzapfel (R) *
Charles P. Tivenan (D)
Eli L. Eytan (D)

Legislative District 11:

David P. Rible (R) *
Mary Pat Angelini (R) *
J. Randy Bishop (D)
Richard J. Bolger (D)

Legislative District 12:

Declan J. O'Scanlon, Jr. (R) *
Caroline Casagrande (R) *
Michelle Roth (D)
John Amberg (D)
Steven Welzer (Green Party)

Legislative District 13:

Samuel D. Thompson (R) *
Amy H. Handlin (R) *
Robert "Bob" Brown (D)
James Grenafege (D)
Sean Dunne (Fight Corruption)

Legislative District 14:

Linda R. Greenstein (D) *
Wayne P. DeAngelo (D) *
Rob Calabro (R)
William T. Harvey, Jr. (R)
Gene L. Baldassari (Modern
Whig Party)

Legislative District 15:

Reed Gusciora (D) *
Bonnie Watson Coleman (D) *
Kim Taylor (R)
Werner Graf (R)
Daryl Mikell Brooks
(Libertarian Party)
Charles Green (Libertarian Party)

Legislative District 16:

Peter J. Biondi (R) *
Denise M. Coyle (R) *
Bill O'Brien (D)
Roberta Karpinecz (D)

Legislative District 17:

Joseph V. Egan (D) *
Upendra J. Chivukula (D) *
Salim A. Nathoo (R)
Anthony Mazzola (R)

* denotes incumbent

Legislative District 18:

Patrick J. Diegnan, Jr (D) *
Peter J. Barnes, III (D) *
Joseph Sinagra (R)
Robert Jones (R)
Katherine Shkolar
(Defending Forgotten Taxpayers)
Andrew Tidd
(Defending Forgotten Taxpayers)

Legislative District 19:

John S. Wisniewski (D) *
John T. O'Leary (D)
Peter Kothari (R)
Richard W. Piatkowski (R)
Barry Adler
(Change and Commitment)
James C. Poehl
(Independent Conservative)

Legislative District 20:

Joseph Cryan (D) *
Annette Quijano (D) *

Legislative District 21:

Jon Bramnick (R) *
Nancy F. Munoz (R)*
Bruce Bergen (D)
Norman Albert (D)

Legislative District 22:

Gerald "Jerry" Green (D) *
Linda Stender (D) *
Martin Marks (R)
William Vastine (R)

Legislative District 23:

John DiMaio (R) *
Erik Peterson (R)
William J. Courtney (D)
Tammeisha Smith (D)

Legislative District 24:

Alison Littell McHose (R)*
Gary R. Chiusano (R) *
Frederick J. Katz, Jr. (D)

Legislative District 25:

Michael Patrick Carroll (R)*
Anthony Bucco (R)
Wendy Wright (D)
Rebekah Conroy (D)

Legislative District 26:

Alex DeCroce (R) *
Jay Webber (R) *
Wayne B. Marek (D)
Douglas Herbert (D)

Legislative District 27:

John F. McKeon (D) *
Mila M. Jasey (D) *
Mark Meyerowitz (R)
Barry Funt (R)

Legislative District 28:

Cleopatra G. Tucker (D) *
Ralph R. Caputo (D) *
Herbert Glenn (R)
Andrew Bloschak (R)

Legislative District 29:

L. Grace Spencer (D) *
Alberto Coutinho (D) *
Aracelis Sanabria-Tejada (R)
Fernando E. Linhares (R)
Joanne Miller
(Hillside and Newark)

Legislative District 30:

Joseph R. Malone, III (R) *
Ronald S. Dancer (R) *
John Kocubinski (D)
William Spedding (D)

Legislative District 31:

Anthony Chiappone (D) *
Charles Mainor (D)
Irene Kim Asbury (R)
Marie Day (R)
Omar Dyer
(Next Generations Leader)
Neil D. Scott (Our Future Now)

Legislative District 32:

Joan Quigley (D) *
Vincent Prieto (D) *
Herbert H. Shaw
(Politicians are Crooks)

Legislative District 33:

Ruben J. Ramos, Jr. (D) *
Caridad Rodriguez (D) *
Beth S. Hamburger (R)
John Barbadillo (R)

Legislative District 34:

Thomas P. Giblin (D) *
Sheila Y. Oliver (D) *
Michael G. Mecca, III (R)
Matthew Tyahla (R)
Clenard H. Childress, Jr.
(A Better Tomorrow)
David L. Taylor, Jr.
(A Better Tomorrow)

Legislative District 35:

Nellie Pou (D) *
Elease Evans (D) *
Lynn Anne Shortway (R)
George Sawey (R)

Legislative District 36:

Frederick Scalera (D) *
Gary S. Schaer (D) *
Carmen Pio Costa (R)
Donald Diorio (R)

Legislative District 37:

Gordon M. Johnson (D) *
Valerie Vainieri Huttle (D) *
Barry Bellin (R)
Wojciech Siemaszkiewicz (R)

Legislative District 38:

Concetta Wagner (D) *
Joan M. Voss (D) *
Nicholas Lonziserio (R)
Judith Fisher (R)

Legislative District 39:

Charlotte Vandervalk (R) *
Robert Schroeder (R)
Michael J. McCarthy (D)
John L. Shahdanian, II (D)

Legislative District 40:

David C. Russo (R) *
Scott T. Rumana (R) *
Mark Bombace (D)
John Agostinelli (D)



Civic Education Organizations and Websites

Campaign for the Civic Mission of Schools (civicmissionofschools.org)

The Campaign for the Civic Mission of Schools is a coalition of 40 organizations committed to improving the quality and quantity of civic learning in American schools. The Campaign's goal is to increase and improve civic learning in grades K to 12 by working for policies that implement the recommendations of the Civic Mission of Schools report. The website includes a civic tool kit and other resources.

Center for Civic Education (www.civiced.org)

The Center for Civic Education is a nonprofit, nonpartisan educational corporation dedicated to promoting an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries. The website includes sample lesson plans and other resources.

Civics Online (www.civics-online.org/teachers)

Civics Online allows teachers to retrieve primary resources according to their teaching needs and provides strategies for using primary resources in the classroom, teaching activities constructed around civics themes, and case studies that examine how other teachers have used primary resources in their classroom.

civnet.org (www.civnet.org)

CIVNET is a worldwide online civic education community composed of civic educators (teachers, teacher trainers, curriculum designers, etc.), as well as scholars, policymakers, civic-minded journalists, non-governmental organizations and other individuals promoting civic education all over the world. CIVITAS International administers CIVNET.

Close-Up (www.closeup.org)

Formed in 1971, Close-Up is a nonprofit that exists to educate and inspire young people to participate in our democracy. Close-Up fulfills its mission with exciting, hands-on programs for students and teachers in Washington, D.C.

New Jersey State Bar Foundation (www.njsbf.org/educators-and-students)

The Foundation provides training and educational materials to enhance learning and create innovative programs that bring law to life in and out of the classroom. Through ongoing events, such as the annual Law-Related Education Conference, the Foundation enhances the teaching of the law and the judicial system throughout the K to 12 curriculum.

Youth Leadership Initiative (www.youthleadership.net/index)

YLI is a nonpartisan unit of the University of Virginia Center for Politics that is funded by the United States Congress, the Virginia General Assembly, and private donations. YLI develops free K to 12 civic education resources designed to encourage student interest and participation in the American political process.

Civic Education Books

Center for Education in Law and Democracy (www.lawanddemocracy.org/bookshelf)

The Civic Bookshelf is a webpage that has been developed to help teachers identify books that could be used to link civic education and literacy.

New Jersey History

New Jersey History Kids - For the Teacher (www.state.nj.us/state/historykids/teachersGuide)

This website contains several units with teacher lesson plans and student worksheets on a broad range of topics in New Jersey History.

Primary Documents

Core Documents of US Democracy (www.gpoaccess.gov/coredocs)

This website provides American citizens direct online access to the basic Federal Government documents that define our democratic society.

New Jersey State Archives (www.njarchives.org)

The Division of Archives and Records Management holds in trust the public records of New Jersey. The Division has statutory authority to ensure the security, integrity, and efficiency of record-keeping by state and local public agencies, and to preserve the rich documentary heritage of New Jersey and its people. Many of the documents have been digitized and are available on the Archive website.

Municipal and County Government

New Jersey State Resource Page (www.state.nj.us/nj/gov/county)

New Jersey State Government Links

New Jersey Judicial Branch (www.judiciary.state.nj.us)

New Jersey Legislative Branch (www.njleg.state.nj.us)

New Jersey Office of the Governor (www.state.nj.us/governor)

Federal Government Links

The United State House of Representatives (www.house.gov)

The United State Senate (www.senate.gov)

The United State Supreme Court (www.supremecourtus.gov)

The White House (www.whitehouse.gov)



Ben's Guide to U.S. Government for Kids Website
bensguide.gpo.gov/

Congress for Kids Website
www.congressforkids.net/cartoonintro.htm

New Jersey Executive Branch Kids' Website
nj.gov/hangout_nj/

New Jersey Governor Kids' Website
www.state.nj.us/governor/kids/

New Jersey History Kids' Website
www.state.nj.us/state/historykids/

New Jersey Judicial Branch Kids' Website
www.judiciary.state.nj.us/kids/index.htm

New Jersey Legislative Branch Kids' Website
www.njleg.state.nj.us/kids/index.asp

PBS Democracy Project Website
www.pbskids.org/democracy

The White House 101 Website
www.whitehouse.gov/about/white_house_101