

American Citizen Essay Contest

Every four years, on the first Tuesday of November, we American people vote for our president. For 232 years, we have elected a president that we want to lead, represent, and protect our country. Forty-four people have taken on the responsibilities, hardships, and privileges of being our president. This year, we have the opportunity to vote. So, what is voting, and why is it so important?

We have the amazing opportunity here in America to decide our own future. We can decide who we want to lead us and who we want to represent our nation. We get the opportunity to vote. When we put our vote in, it doesn't get thrown out, it is taken into consideration. *Every vote counts.* Barack Obama said, "There is no such thing as a vote that doesn't matter." At first though, this was not the case. It used to be that only white men could vote. Then, in 1869, the 15th Amendment was passed saying that African American, or often called black, men could vote. Then in 1920, 100 years ago, the 19th Amendment was passed saying that all women were allowed to vote. Then in 1971, the 26th Amendment was passed saying that only those citizens 18 years old and older could vote.

To be able to vote, there are some requirements. First, you must be at least 18 years old. Second, you must register. Third, you must be a U.S. citizen. There are five ways to be or become a U.S. citizen. First, if you were born in the U.S., you are automatically a U.S. citizen. Second, if at least one of your parents were U.S. citizens at the time that you were born, then you are a U.S. citizen. Third, if you are under 18 when your parent or parents become citizens, then you may become a citizen as well. Fourth, if you sign up for the U.S. Armed forces, namely the Navy, Marines, Army, Coast Guard or Air force, and in some cases the Space force. Finally, you must live in the U.S. for a certain amount of time, and you must take and pass an English test, as well as a U.S. history and government test, better known as civics. You must also be of good moral character, meaning that you have no criminal record. Once you have become a citizen and are at least 18 years old, you are officially able to register to vote.

Imagine if we weren't allowed to vote for our president. How would they be picked? Would they draw a name from a hat? Or would our congress decide? What if our congress was biased. Then, they chose who they wanted, but we had absolutely no say whatsoever in the matter. That would not be fair. Because we have the right to vote, we can participate in choosing our leaders.

When many people think of 'America' they think justice, rights, constitution, Declaration of Independence, and especially the ability and privilege to vote. In the dictionary it states that voting is a choice. A choice that many other people in other countries don't have. Many people have immigrated here because of this reason. The privileges and rights that the American

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Essay Writing Jock Mackenzie, 2007 Get back to basics with this practical look at the foundations of good essay writing With personal and classroom anecdotes ideas and strategies and samples and reproducibles this cheerful and accessible book offers real life advice that both teachers and students can really use Each chapter contains easy to incorporate lessons along with teaching tips for teaching specific concepts that range from pre writing exercises to revising and editing to celebrating the final product The book includes a wide range of innovative approaches to teaching essay writing from how to picture and act out an essay to a winning format for a topic sentence and using scattergrams to turn brainstorming into constructive outlines Throughout the book assessment tools and marking keys support simple marking techniques that are visible and relatively frequent and consider not just the essay but effort and time on task **Elementary School Teacher and Course of Study**, 1902 Writing in Elementary School Social Studies Barry K. Beyer, Robert Gilstrap, 1982 This book is designed to provide elementary school teachers with information suggestions and models for using writing in the social studies from early primary to middle grades There are four major chapters to the book Chapter I is titled Research on the Teaching of Writing The articles in this first section move from a survey of research in writing to a survey of classroom practice in the use of writing in elementary school social studies and finally to a specific classroom study that integrates the two areas and presents specific implications for the study and teaching of writing Chapter II is titled Developing Readiness in Writing The first two articles stress two important aspects of a classroom environment that nurtures and supports student writing The remaining five articles describe techniques such as interviewing exploring the past and brainstorming that teachers can use to initiate writing The title of Chapter III which contains seven articles is Using Writing to Learn Social Studies Content The articles describe ways in which writing can be used to help students learn social studies information or develop social studies generalizations Another describes how writing can be used to conduct simulated field trips in the social studies classroom The title of Chapter IV is Combining Writing with Social Studies Discussed are three essential supports for a successful program a detailed curriculum guide inservice teacher training and cooperative teacher administrator assessment procedures The book also cites related resources in the ERIC system Author RM **Breaking Open the Box** Nancy DaFoe, 2013-02-12 What do David Foster Wallace s essay on wars over usage and Pico Iyer s comma personification have to do with improving students academic writing Everything For all of the attention supposedly paid to Bloom s Taxonomy with creativity at the top educators tend to shy away from encouraging students creative choices in areas where traditional analysis and the critic s style and tone have reigned While we do not want our students to write inane or empty verbiage we unintentionally set them up for this inevitability or worse The movement away from children s natural creative impulses in elementary school to a direction in which they literally fit their writing into preconfigured shapes is a gradual one Although purportedly taught to instill academic structures these boxes are also designed to facilitate the ease with which student

product may be assessed We need a more creative approach to teaching writing A methodology incorporating creativity as modeled by students in this text demonstrates the kind of progress we are all seeking offering an exciting challenge for young writers and educators alike **English Teaching Forum** ,1970 **Teaching with DBQs** Kevin Thomas Smith,2018-03-09 Help your students navigate complex texts in history and social studies This book shows you how to use document based questions or DBQs to build student literacy and critical thinking skills while meeting rigorous state standards and preparing students for AP exams DBQs can be implemented year round and can be adjusted to meet your instructional needs With the helpful advice in this book you ll learn how to use DBQs to teach nonfiction and visual texts including primary and secondary sources maps and paintings You ll also get ideas for teaching students to examine different points of view and write analytical responses Topics include Using the SOAPSETone Speaker Occasion Audience Purpose Subject Evidence and Tone technique to to analyze visual and nonvisual texts Teaching students to distinguish between primary and secondary sources Working with multiple texts and learning to recognize the relationships between them Formulating DBQs to suit different types of assessment including short answer questions multiple choice questions and in class essay prompts Evaluating student responses and providing constructive feedback **The School Executive** ,1926

THE AMERICAN CITY ,1928 Michigan Education Journal ,1923 Includes section Moderaor topics Practical hints on elementary school work, by an experienced examiner [A.W. St. John]. A W. St. John,1885 Teaching Race and Anti-Racism in Contemporary America Kristin Haltinner,2013-10-16 This book presents thoughtful reflections and in depth critical analyses of the new challenges and opportunities instructors face in teaching race during what has been called the post racial era It examines the racial dimensions of the current political economic and cultural climate The book features renowned scholars and experienced teachers from a range of disciplines and offers successful strategies for teaching important concepts through case studies and active learning exercises It provides innovative strategies novel lesson plans and classroom activities for college and university professors who seek effective methods and materials for teaching about race and racism to today s students A valuable handbook for educators this book should be required reading for all graduate students and college instructors **Acts of Teaching** Joyce Armstrong Carroll,Edward E. Wilson,Nicole Klimow,Kristy Hill,2018-11-09 Inclusive of the scope and authoritative references from earlier editions this edition additionally embraces the digital world and provides practical suggestions for performing the act of teaching Teachers of writing at all levels will applaud this edition for its new features designed to help teachers to understand and teach to today s new paradigms in writing New to this edition are two chapters on cognition and technology respectively a chapter on early literacy with student samples and for the first time an online connection that links readers to important articles visuals and resources Essay writing is explored through discussion of the thesis and its criteria five organizational patterns for the expository essay and distinctions among the opinion persuasive and argumentative essay Several new prewriting strategies are also provided A

Sense Notebook Looking Contouring an expanded explanation of Blueprinting and a discussion of a hierarchical approach to organization *Los Angeles School Journal* ,1928 **Thrift and Conservation** Arthur Henry Chamberlain,James Franklin Chamberlain,1919 *Teachers and Testing* David A. Goslin,1967-10-02 Discusses the uses and abuses of intelligence testing in our educational systems Dr Goslin examines teachers opinions and practices with regard to tests and finds considerable discrepancies between attitude and behavior He points to the need for formulation of school policies that clearly specify what role teachers are to play in the measurement process Dr Goslin makes several policy recommendations stressing the idea that the measuring process must take into account many aspects of a child s background and characteristics and must guard against premature labeling or over categorization **Teaching the Elementary School Subjects: Content and Strategies in Teaching the Basic Elementary School Subjects** ,1995 *The School* ,1918 **The British Journal of Inebriety (alcoholism and Drug Addiction).** ,1907 Teaching Middle School Physical Education Bonnie S. Mohnsen,2008 This text describes how to create a programme that addresses the specific needs and capabilities of middle school students while helping them through the transition from childhood to young adulthood This edition is fully updated and revised **The Elementary School Teacher** Dorothy G. Petersen,1964

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